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# THE LIBRARY JOURNAL

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NO. 7

ENCOURAGING NON-FICTION  
READING

*Charles E. Rush and Amy Winslow*

SOME NOTES ON METAL STACKS

*Frank K. Walter*

AIDS TO RESEARCH IN ENGLISH

*Howard Seavoy Leach*

COST OF A ROCHESTER BRANCH

*William F. Yust*

LIBRARY PLAYS

*Marjorie Zinkie*

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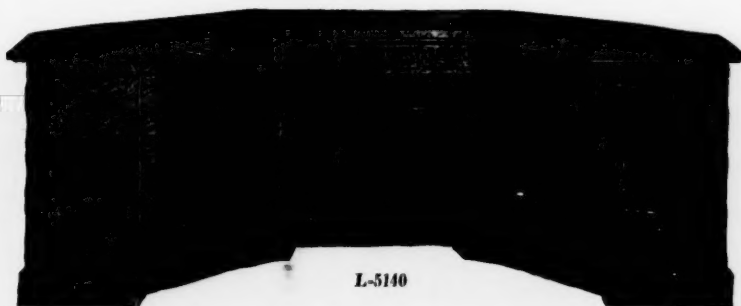
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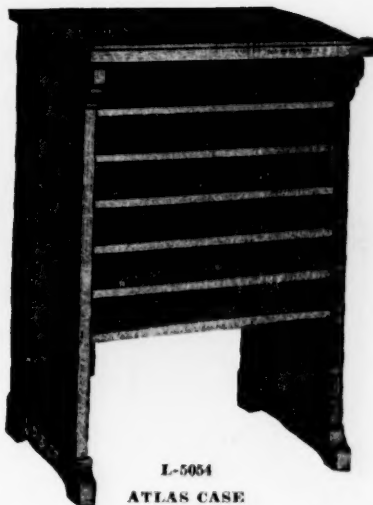
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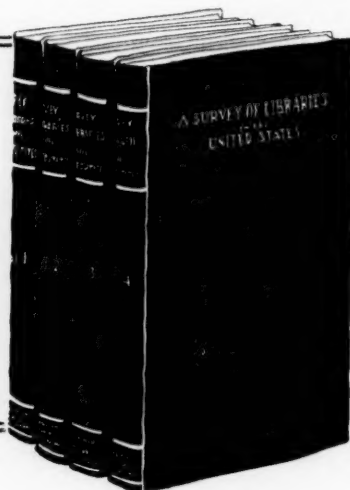
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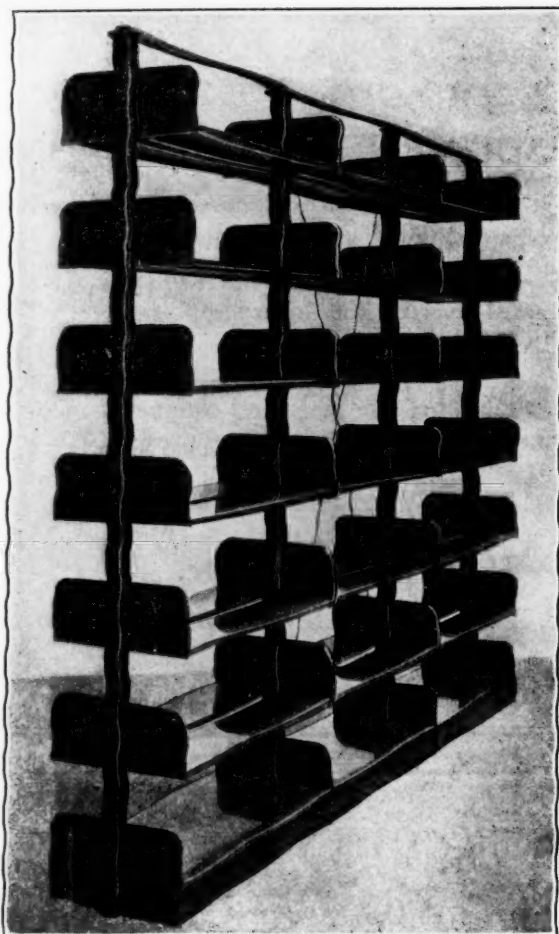
## -- THE LIBRARY JOURNAL --

VOLUME 53, NO. 7

CONTENTS

APRIL 1, 1928

|   |     |
|---|-----|
| ENCOURAGING THE USE OF ADULT NON-FICTION<br><i>by Charles E. Rush and Amy Winslow</i> | 291 |
| CONSTANTINOPLE WOMAN'S COLLEGE LIBRARY <i>by Katharine S. Pearce</i>                  | 295 |
| NOTES ON METAL BOOK STACKS <i>by Frank K. Walter</i>                                  | 297 |
| BIBLIOGRAPHICAL INSTRUCTION FOR STUDENTS <i>by Charles B. Shaw</i>                    | 300 |
| COST OF A ROCHESTER BRANCH <i>by William F. Yust</i>                                  | 301 |
| RECENT BOOKS BY LIBRARIANS  | 309 |
| LIBRARY SALARIES SINCE 1925   | 305 |
| A CHILDREN'S LIBRARY IN BERLIN <i>by Joanna Muhlenfeld</i>                            | 307 |
| RECENT BOOKS BY LIBRARIANS  | 309 |
| SUMMER COURSES IN LIBRARY SCIENCE   | 311 |
| EDITORIAL NOTES   | 316 |
| AMONG LIBRARIANS  | 317 |
| IN THE LIBRARY WORLD  | 318 |
| LIBRARY WORK  | 320 |
| CURRENT LITERATURE AND BIBLIOGRAPHY   | 326 |



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# THE LIBRARY JOURNAL

• APRIL 1, 1928 •

## ENCOURAGING THE USE OF ADULT NON-FICTION

BY CHARLES E. RUSH AND AMY WINSLOW

*Librarian and Assistant Librarian of the Indianapolis Public Library*

"WHY consume time on such a subject? We've been doing that for several generations!"

Perhaps we have, or rather, perhaps we think we have. There is a wide difference, very often, between clinging to an ideal, and effectively and consistently bringing it to a definite realization. Perhaps we have repeated this pleasing ideal to ourselves so long that it has become soporific rather than stimulating.

It may be possible that we have spent as much time struggling against the fiction habit and attempting to explain it to ourselves and to our colleagues and tax-payers, as in making definite and practical plans to promote the reading of non-fiction. In proof of this, look over the reports of almost any librarian. If the fiction percentage of total book use has risen from fifty-seven to fifty-nine per cent, it is customary to remind one's handful of annual report readers that fiction isn't so bad after all, that it is a balm for the weary and a blessed haven for the tired body and mind of the heavy laden.

In looking over the articles and reports of the seventies and eighties you will find almost the very same causes, reasons, excuses and alibis are echoed today, half a century later. If you want some particularly interesting and stimulating discussion, read the various defenses of high fiction use offered by William F. Poole and by Charles Evans. In these discussions there are some points which today might seem almost fresh to the majority of the profession.

In those days, however, there were others who emphasized the opposite side of the argument. Note the naïve comment of the librarian of Friends Library, Germantown, at the 1876 conference. One-half of his constituents were factory hands. "Such persons asked for novels but he recommended other books for them to read. As a result, after selecting a few good books

for his readers, he was enabled, almost always, to keep them without novels. Perhaps one might get rest from reading Dickens, but he had never read novels himself, so he could not say what the effect really was." Our friend's paternalistic attitude amuses us today, but perhaps his boasted success was due to his own wide acquaintance with the "other books."

This was not quite the ideal attitude, nor is the following, but it gives us a fair idea of a widely accepted point of view in the early days. In the 1857 report of the Cincinnati Public Library (before the days of Mr. Poole) we find this rather quaint confession: "Of novels there are in the library 1,001 volumes, most of which were acquired from the Mechanics' Institute. The excessive propensity thus manifested for such reading (the first year's circulation of 8,229 novels was under discussion) has given us much pain, and it will be our duty by early and stringent measures to put away from us all cause of reproach on the subject."

To jump from that day to this seems abrupt, for the intervening years have seen much change in the views of both reader and librarian. We have ceased to worry about the moral implications of fiction-reading and our minds are for the most part at rest even on the educational value of such indulgence. But the fact remains that we still feel, and I think rightly, a certain uneasiness over a fifty-five and sixty-five per cent fiction circulation. It seems to me, however, that most of us have made the wrong approach to our problem. We have concerned ourselves with that mote in our brother's eye, when perhaps we might have taken a hint from the old Germantown censor and his personal reading habits.

Consider with me primarily those methods by which we can increase the knowledge of non-

fiction among our own staff members and its consequent dissemination among our clientèle.

Is it not true that an individual's amount of reading, and the kind of reading as well, are largely affected by habits? And most habits, certainly reading habits, are affected by the customs of those in one's circle or group. Individuals in their groups discuss their interests. Groups, as well as their component parts, try to keep up with the Joneses;—they follow the crowd. By the route of the grapevine, interests of groups are exchanged. Thus this peculiar thing we call "talk" becomes the most effective means of arousing interest, or maintaining interest, in a particular book or subject. A new book is published, and for months it may lie almost dormant on sales counters, until suddenly across the country sweeps a wave of "talk" (either favorable or unfavorable—it matters not) and almost over night that book is in great demand. Currents of interest in whole subjects likewise play back and forth from border to border. The public library, touching intimately a fifth, a fourth, and at times even a third, of the population in each center, may be the source of much of this interest. It may stimulate far more than it has ever attempted. It may go far in the encouragement of habits. It may develop undreamed-of power in the dissemination of that which creates book-talk. It can, both effectively and ethically, spread ideas.

There are greater responsibilities and opportunities confronting us than we have generally realized or sought adequately to meet and utilize. The recent marked advance in popularization of knowledge is having an undoubted effect on library circulation and making new demands on our book stock. It opens vast possibilities for us, but likewise imposes upon us new problems. It will require greater familiarity on our part with non-fiction books in all classes, if we are to avoid the trash and worthless re-hash which will surely be written in hope to "cash in" on the new popular taste.

If we are to become a widely recognized source of educational opportunity for the adult, it behooves us to develop and promote our materials and organization and to cultivate the latent force in our personnel until our libraries actually become intellectual centers in the best sense. To do these things we need not lessen our interest in fiction, its use and benefit, but we can well lessen our emphasis on its importance, its display in space and shelving in our buildings, and even reduce the service that we have hitherto given to its handling. In other words, we can meet the situation positively rather than negatively. We can concentrate emphasis on the educational features of our service, buy non-fiction far more liberally, duplicate copies generously where there is demand, study

further and newer means of stimulating interest and, above all, definitely train staff members to accomplish these ends.

We have all had our fill of wearisome routine and troublesome red tape. We have seen these hindrances check the growth of many an educational enterprise. For my part, I hope we shall be increasingly willing to venture forth into new fields, sacrificing whenever necessary the less important details in order to bring more readers into contact with better materials and decidedly better staff talent. If helpful, let us even sacrifice circulation figures to gain higher quality in reading. I would rather discover how my library can help the man who is making an effort at self-education, how it can materially help raise the standard of reading in the community, than to try to satisfy, and thence cultivate, the taste for unimportant fiction and wholly ephemeral books of the day. If we may judge from certain indications forecasting the trend of the next generation in library service, we may be prepared to see our leading libraries relegate fiction service far below their more serious educational activities.

In many libraries successful methods of developing the reading interest and habits of staff members have long been in operation. For the sake of renewed consideration may I enumerate some of them here?

1. First of all, I suggest that we (that is, you and I) make a serious personal application of this matter and prescribe as rich a non-fiction diet for ourselves as we have long done for our patrons!

2. Let us make a real study of the reading done by the members of the library staff under our supervision—and then ask why our patrons read so much fiction. Discover the department which does the best reading and make some shifts, perhaps temporary, when service to the public would gain thereby.

3. Compile a carefully selected general reading course for staff members, particularly those under two years of service, including more inspirational, general material than that wholly professional. Require at least once each year a very simple report of reading from junior members, with the understanding that records of reading help decide the annual efficiency grade.

4. Organize a special staff collection of books in demand, to be lent directly, and only to staff members, shelved where members gather each day, selected to include more non-fiction than fiction, to be kept up-to-date and weeded out regularly.

5. Work out some form of co-operative staff selection of books. One library, which vests final selective authority in an executive committee of four, depends on a recommendation committee of twenty-five members to make recom-



mendations for purchase and to vote on all recommendations. This larger group is made up of heads of departments, some first assistants, branch librarians who have special book knowledge in certain fields, and other members of the staff who are specially qualified to feel the public pulse. Heads of special departments are necessarily members of this committee, and bring their special knowledge to the recommending of books for other divisions of the library. In addition to this group the library has a carefully chosen group of "class selectors" whose duty it is to be responsible for special fields, to familiarize themselves thoroughly with the library collection and with the literature of their field, to check reliable lists and to make recommendations for purchase which will strengthen the collection and fill noticeable gaps.

6. Organize training class instruction for great emphasis on non-fiction book selections, periodical literature, and for contacts with the public.

7. Arrange for regular staff conferences with book reviews as a feature of every meeting.

8. Encourage extension courses and further efforts at self-education of staff members.

It is all very well, you say, for the staff to become intellectual dynamos, if that greatly-to-be-desired result can be attained, but how is all the accumulated reservoir of erudition to be kept on tap for public benefit? Let me enumerate a few of the tried methods, which if concentrated in a single library would surely go far toward bringing about the desired results.

1. Let the "bookiest" people on the staff be placed where occurs most contact with the reading public.

2. During busy hours schedule one or two keen, friendly, book-knowing people exclusively for floor work. (This can be done, for many libraries do it.)

3. Call on members of the staff with special interests to compile lists for multigraphing or printing.

4. Utilize staff literary ability, wherever it may be found or encouraged, for the regular library bulletin or house organ.

5. Make assistants responsible for keeping up and changing non-fiction displays in the library.

6. Provide special assistants for individual guidance in reading. This contact is essential for the library which would encourage serious adult study.

7. Let the readers' adviser (under whatever name she plays the game in your library) make frequent calls on qualified staff members for assistance with compiling of reading courses.

8. Encourage staff members to respond to requests from organizations, clubs, and other groups for talks on books.

9. Organize series of public book talks in your library by staff members. This invariably results in amazing popular appeal and tremendous stimulation of book interest among individual members of the staff.

10. Most effective of all is personal comment on books by staff members, the challenge inherent in an enthusiastic "Have you read it?" In other words, the grapevine influence of "talk."

What of the many other methods of encouraging the reading of non-fiction among adults? For purposes of review and discussion it may be well to list here some of the most effective means, many of which would classify as direct publicity. These have been covered so thoroughly in Mr. Wheeler's increasingly valuable book, *The Library and the Community*, that I cannot refrain from urging in this connection a re-reading of his practical suggestions on community studies, the community mind, vocations and those groups indifferent to the power of printed materials and the appeal of good books. (Chapters, 1, 2, 4, 6, and 16.)

1. Buy non-fiction as liberally as you now do best fiction sellers. Let plentiful duplication of copies do away with long reserve lists which wear out both enthusiasm and patience of our readers.

2. Play up the special reading course idea. If your library does not yet provide the readers' adviser service you can at least utilize with telling results the "Reading with a Purpose" series, the U. S. Bureau of Education courses and many other helpful printed courses which our adult education board at Chicago is constantly bringing to our attention.

3. Emphasize books like Auslander's *Winged Horse* which may lead on to a whole winter's reading of poetry.

4. Utilize the phenomenal demand for books like *This Believing World*, Papini's *Life of Christ*, *The Royal Road to Romance* to push other, better, just-as-interesting books on the same subjects.

5. Let fiction stimulate the use of non-fiction. How many people after reading *The Professor's House* would have "eaten up" books about the cliff dwellers if such a step had been made easy and obvious? Some libraries have achieved this result by pasting supplementary lists in the backs of fiction books.

There are of course scores of ways for stimulating the use of special classes of books. It is, I believe, a common experience among libraries that a response nearly always comes when a number of the library bulletin or house organ is occasionally devoted to some special class of books. The practice of tying up history and travel books with moving pictures is a growing one. Any library owes to its community book co-operation with local lecture courses, whether

these courses are conducted under the auspices of the library or some other local organization. Grand Rapids reports that a list of books on psychology prepared in connection with a course of lectures given some years ago is still bringing requests to the library.

Likewise, various means have been found effective for appealing to special groups of people with similar interests.

This is perhaps the most interesting and the easiest method of stimulating use of non-fiction books. It is, I believe, one explanation for the almost universal enthusiasm which we find among the staff members of the art and music, industrial, business, sociology and other special departments in our libraries. One library has found most effective the direct contacts it has made with the ministers of the city thru the Church Federation. Occasional letters to ministers, frequent consultations with the library committee of the Federation and now and then arrangements for the libraries to speak at the luncheon meeting of the Federation have resulted in very pleasing co-operation with the ministers. Multigraphed letters sent out regularly to women's club officers during one entire winter stimulated use of the library by club women, a group which comes, to be sure, without a great deal of coaxing. Regular multigraphed news bulletins are sent out to teachers and have greatly increased intelligent use of the library's professional literature among this group. By special arrangement with the state university letters are sent to all local students carrying correspondence work under university auspices and a greatly appreciated service has been thus offered to many who would not have realized the possibilities for supplementary work to be found in the library. Dayton's book-truck visits to night schools, Milwaukee's direct circulation of books at labor union meetings and Des Moines' similar service to banks are further effective instances of special group contacts.

Many other older methods of encouraging the use of non-fiction are familiar to us all. Liberal use of non-fiction lists (for book marks, for distribution from desks, stores, in pay envelopes, books, programs, at club meetings, luncheons, expositions, etc.); constant display thru special exhibits, informal and otherwise; attractive shelving of material and frequent changes; display of book notes on worthwhile literature at desks and on bulletin boards; in other words, let me refer you again to Mr. Wheeler's book for an effective summary of tried methods. If, with limited personnel and inability to make necessary additions and shifts, and to try new experiments we have grown discouraged over the "low-brow" tastes of our readers we can at least take heart at the present moment. The signs of the times are with us.

We are waking up to the fact that popular non-fiction will disseminate itself without much pushing and that the reading public may voluntarily shove fiction into the background. We are in a stage of fluctuating thoughts, ideas, views, desires and habits. The old order changeth. Doubting Thomases may well investigate the amazing transitions under way during recent months in our book stores. Most emphatically, fiction has taken a back seat. The big sales have swung to the popular books of biography, history, travel and religion. Two years ago, in our leading book stores in Indianapolis, the pre-publication orders for new titles of Zane Grey and Peter B. Kyne were about two or three hundred or more, and a book of travel that drew as many as fifty orders was considered extraordinary. Today Grey and Kyne draw only some fifty each, while Sandburg's *Lincoln* and Ludwig's *Napoleon* draw three or four hundred, followed by frequent repeat orders in large quantities. The same is true of Durant's *Story of Philosophy*, *Trader Horn*, Mayo's *Mother India*, Lawrence's *Revolt in the Desert*, the two books by Haliburton, both *The Man Nobody Knows*, and *The Book Nobody Knows*, Beard's *Rise of American Civilization*, and more than a score of others. One of our stores is moving all fiction from the precious front space to the rear (elbowing for room with calendars and diaries) and moving live non-fiction forward to the most accessible space. In the *Publishers' Weekly* for January 28, 1928, you will find this editorial taken in part from the *New York Herald Tribune*:

Only a short generation ago long-faced head-shakers were viewing with alarm the vice of novel reading. What must become of a world so lost to fact and reason that it spent its spare time dallying or yawning, as the case might be, in the bosky dells of romance!

Today the novel, as a source of pessimistic prophecy, has been swamped beneath a score of more modern engines of evil. As seen thru the dark spectacles of these prophets of gloom, 'movies' and the radio are undermining morals, diffusing attention, rotting such minds as novel reading, the telephone and automobile riding had left to present generations. How can any one think or read or be anything more than an animated receiving set in the midst of a universe composed chiefly of din?

The answer, as so often happens in this unexpected world, is scarcely what these Cassandras foresaw. As the book publishers have just noted with pride and satisfaction, the reading of serious books has increased, is increasing and is plainly headed for figures undreamed of by publishers of a generation ago. Fiction is still read. But even the novel has changed its hue. Ideas are to be found concealed between the most garish jackets. And instead of a revolt against this intellectualizing of romance, the public actually insists upon drinking large undiluted potations of history, biography and what not else of information and generalization, regardless, too, of the nationality of the author.

This amazing prosperity of ideas is surely not less

extraordinary than that new economic prosperity of America to which the economists are giving their best attention. If the gloomy critics of 1908 had been right a race of slushy-minded morons would have proceeded from those bosky decades. Instead, the present unfeeling crop of descendants shows a more general interest in tough reading than any of its predecessors. Out of romance has come not only the World War but what looks amazingly like the first beginnings of world reading. If this is too ambitious an assertion, let the plain fact be set down that buying serious books has gained rapidly in a time when 'movies' and radios and countless other luxurious necessities are competing loudly for every last penny that can be spared from food and clothing and rent. No great American industry could ask for more.

We are living in an age of rapid transition. Great changes are taking place in the fields of science, the arts, philosophy, history, religion and education, all directly affecting the making

and use of print. Books, as never before, are coming into their own, as the means of stimulating, disseminating and preserving ideas. To work with them effectively for the greatest good of all, librarians must be trained to think objectively and not subjectively, transferring their interest from form to substance. As John Cotton Dana predicted twenty-five years ago, we have now reached "the critical, evaluating and educating stage" and find ourselves in "the center of many of the forces in (our) respective communities which make for social efficiency and civic improvement."

This paper is the substance of notes used in a talk at the Library Institute conducted by Drexel Institute, February 21, 1928.

## CONSTANTINOPLE WOMAN'S COLLEGE LIBRARY

BY KATHARINE S. PEARCE

411 West 116th Street, New York City

WHEN the LIBRARY JOURNAL comes to Constantinople it brings to an American library there news of library activities in the United States and other countries. I have often thought that some word of this library might be of interest to other readers of the JOURNAL. I had begun writing this account when I saw Miss Phillips' article on "American Book Service in Greece and Turkey" in the LIBRARY JOURNAL for March first. As the library of Constantinople Woman's College is not mentioned in that article I am the more anxious that it should be known by all who have read of other American libraries in Constantinople.

Constantinople Women's College has many friends in America. Dr. Patrick, president emerita, many former teachers, a considerable number of graduates continuing their studies here, and the trustees of the college are all centers of information. The college is one of the group known as the Near East Colleges.

The library occupies two large rooms in Gould Hall, the administration building. One of them has stacks, wall cases and study tables, and houses the main part of the collection. The other is the reading room. No students in the world looking up from their books could see a more beautiful view than that of the Bosphorus thru the big arched windows. The deep blue of the water, which makes the brightest sky seem pale, the rose-colored roofs and white minarets against the hillsides of the Asiatic shore, are a constant delight from the morning hours with their soft mists to the glorious afterglow of a Constantinople sunset. Nevertheless a great deal

of work is done in this room with the books reserved for the various classes.

There are some departmental libraries also: art, physics, chemistry and biology. A small collection of children's books serves the preparatory school; there is a reading room for this department also. The library has a commodious work room.

Five years ago the library was classified according to the Decimal Classification and cataloged by Miss Margaret Norton of the Smith College Library. When she returned to America I became librarian; I had been a teacher at the college. This year, during my leave of absence, Miss Rachel Benson, formerly of Horace Mann School, is acting librarian. The librarians have had able assistants in Miss Selma Riza, a Turkish graduate of the college, Mlle. Ory from the American Library School in Paris, Miss Sahire Mouhtar, also a Turkish graduate, now studying at Cornell, and Miss Marianna Seraphimoff, a Bulgarian graduate. There are also some student assistants.

The library has about ten thousand volumes, the greater part of which are in English. There are also collections in French and German literature and in the languages of the students, Turkish, Bulgarian, Greek and Armenian, and a few Russian books. About ten years ago a gift made possible the purchase of the library of the well-known scholar and writer, Sir Edwin Pears of Constantinople, a noteworthy collection on Turkey and Near Eastern affairs. During a long period of years valuable books came from Miss Caroline Borden, a trustee of the college. The

collection includes many other gifts, large and small, from friends in America, members of the faculty, alumnae and students. One of the largest single gifts was that of a selection of books from the war library of the A.L.A.

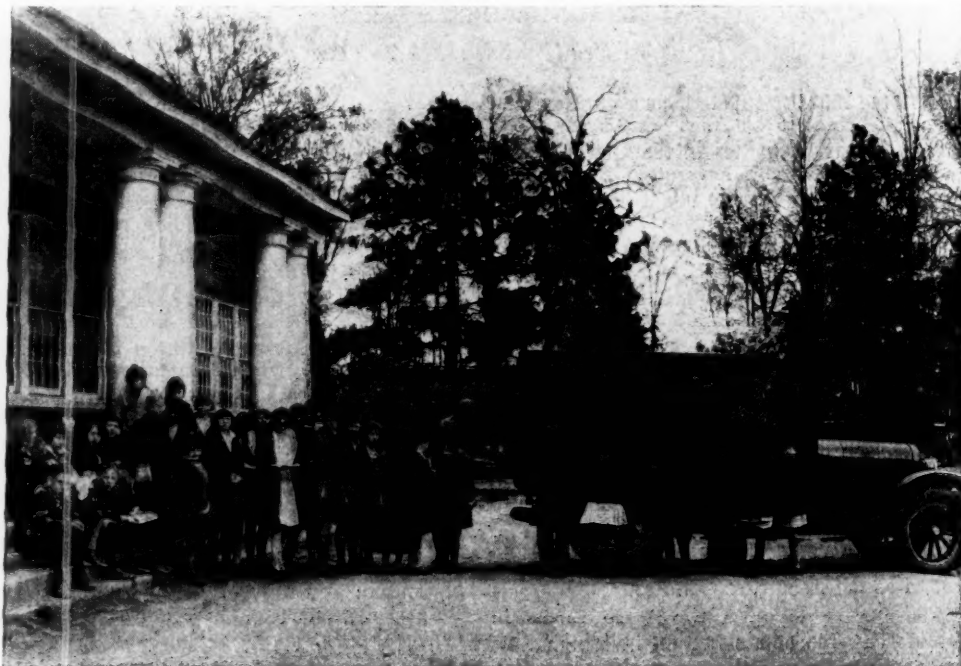
The library serves the faculty and students in the usual ways and extends its service to alumnae and friends of the college, to the staff of the American Hospital and sometimes to people less closely connected with the college. Rather more attention is paid to fiction than in colleges in America as there are no other libraries from which the students can draw English books for recreational reading.

Graded instruction in the use of the library and of reference books is given to all classes. Miss Benson is giving an elective course of

library work to juniors and seniors this year in view of the development of libraries in Turkey which may be hoped for in connection with the present educational program. This course has proved very popular.

The library, not unlike others, has small funds and large needs. Recent fiction, drama and poetry are always in demand. The department of social sciences is rather weak at present; new books are badly needed there. One of the pressing needs is the enlargement of the collection of books for the younger girls in the preparatory department. Books on the various types of library work and on the history of books and libraries would be a welcome help in the required and elective courses given by the librarian. The address of the college is Box 39, Galata P. O., Constantinople.

## THE GUILFORD COUNTY (S. C.) BOOK TRUCK



THE Guilford County Book Truck which started on its round a year and a half ago is a truck fitted up with glass-covered shelves and a drop door at the back to form the charging desk.

From the first the truck proved a success. Schools, homes, mills and community centers are visited on regular schedule every two weeks. From every part of the county come expressions of gratitude for this service and each week shows a large increase over the same time last

year. In the first fourteen months there was a circulation of 78,576 books from its shelves.

There are only two book trucks in the entire state of North Carolina and very few in the South. With a record like this there would be no more trouble about the library service to rural communities if each county could adopt this plan, writes Nellie M. Rowe, librarian of the Greensboro public library. Guilford County devotes its dog tax to this cause.



# RANDOM NOTES ON METAL BOOK STACKS

BY FRANK K. WALTER

*Librarian, University of Minnesota Library*

THE following rather random notes were made on the basis of our experience in the erection of the stacks for the new library of the University of Minnesota. So many requests have been received the past year or two from librarians who are building or contemplating building, that they are offered here in the hope that they will be of some interest and that they will save to some extent the lengthy personal letters which would otherwise have to be written if these notes had not been in manuscript. They have been revised with the help of Mr. Arthur C. Pulling, law librarian, University of Minnesota. His experience in selecting a stack for the new Law Library now in construction, has been of great service in helping to bring the observations to date.

In spite of the long time during which metal book stacks have been used, there is little positive knowledge concerning them. There are two principal sources of information: first, the statements in advertising matter of the companies making the stacks and the statements of the company representatives when soliciting business. These statements are usually positive, both as to general points and detail. Unfortunately they usually conflict very much, but it is fairly safe to accept those points on which there is substantial agreement. For example, the University of Minnesota found it quite possible to use the data in the Sneed book *Library Planning; Book Stacks and Shelving*, as a basis for competitive bids. Due allowance had to be made, of course, for equivalents in the stacks of other makes. The second source of information is from users of stacks. This is generally quite as conflicting as the statements of the manufacturers. Users are very frequently prejudiced in favor of their own choice or because of lack of information regarding other types of stacks. Nevertheless, their statement should also be used as a check in placing a large order.

In any stack installation several general points come up for consideration. Some of these will be briefly noted.

## MATERIAL

There are two types of material used in metal book stacks: (a), Cast iron uprights and (b), Sheet steel uprights with structural steel frame. Both types of material prove satisfactory. The statements regarding their relative advantages, of course, conflict. When the choice is made between them, it is final. It is impossible to combine pressed steel uprights and cast iron

construction. If sheet steel uprights are selected, there are several types from which a choice may be made. Here again the data differ. There seems to be a general agreement that the sheet portion should be made of 16 U. S. S. gauge pickled steel. Expert engineering opinion should be obtained on the strength, desired, under library conditions, of the structural steel members and on methods of erection.

## SELF-SUPPORTING STACK CONSTRUCTION

There seems to be a rather general agreement that the stack should be self supporting without anchorage to the walls of the building. The necessity for this self-supporting construction will vary with the size of the stack and the general building construction. In a building in which expansion is likely to follow soon, there is an advantage in having the walls free from any complications in the way of stack support.

Whether the stack should be a single unit with no division by full floors is still a disputed point. The experiment of the University of Illinois, which has used floors to separate the stack into several units of only a few levels each, should give valuable evidence. At the University of Minnesota the stack is so constructed that a floor or baffle-plate construction can easily be inserted if and when it becomes desirable. This is more easily done if the ventilating slits are at right angles to the floor of the aisles. This also lessens the chance of books dropping thru from one level to another. The points involved are, of course, control of heating and ventilation.

## SAFETY FACTOR

The chief elements in this are the dead weight of the stack itself, the strength of the stack floors, and provision for maximum loads on book trucks. To some extent provision must also be made for extra weight caused by extensive use of the stacks by patrons of the library, but this is seldom so concentrated as to make it a very serious matter. A safety factor of four, that, is four times the strength under normal conditions, was required under the University of Minnesota contract.

## ADJUSTABILITY OF SHELVES

There are four types of adjustments usually presented: (a), slot; (b), fixed or adjustable pin; (c), "blister" construction in which a shelf flange fits into a projection on the stack upright; (d), bracket. Each of these adjustments has certain advantages and certain disadvantages.



This is a strong talking point with nearly all stack agents. As a matter of fact, in most instances the liability of the shelf to tip when loaded and the amount of space occupied by the adjustment devices are the most serious things. In recent stacks the former is usually taken care of by some kind of locking device. Ease of adjustment is important but less so than sometimes thought. No well regulated library is likely to require extensive adjustments very often.

#### OVERSIZED SHELVES

The proportion of these needed varies so much with the conditions of use and the type of collection that it is hard to determine a general principle. In a library where there is a large art collection, a newspaper or a map collection, periodical sets, transactions, legal reports, or public documents, the desirable percentage of oversized shelves and stacks is naturally very much greater than in a popular library composed primarily of books suitable for general circulation. Reference libraries, university, college and law libraries have a very large proportion of oversized books, especially of older issues. Some sections should be fenced off by gratings for rare books, uncataloged material, etc. A minimum of five per cent 10" and three per cent 12" shelves, based on statements from a number of librarians, has not proved at all satisfactory at the University of Minnesota. In practice we have found that the use of three inch extensions fitting on the front of regular shelves, using the full width of both shelves of the stack face and a special room for very much oversized books have so far answered our needs and saved a large amount of stack space. It is obviously desirable to have as many shelves as possible of a standard size so as to be interchangeable.

#### DUST PROOF CONSTRUCTION

Considerable emphasis is placed by stack representatives on whether or not an open work or latticed construction of shelf and upright is desirable. In lattice work shelves or uprights, there is circulation of dust. It will, therefore, settle on the tops of the books rather than on the shelf itself. In the solid shelf and upright it is claimed the dust will only settle on the tops of the books and the sides chiefly will be protected while the books themselves will keep the dust from settling on the shelves. As a matter of fact, it is impossible to keep the dust off of the books except by keeping it out of the building, and the saving of stack weight, due to open or closed construction, is probably more important than the dust prevention. Some makers of stacks claim to have insect proof and rust proof construction. It is probable that these claims are also exaggerated and that a complete covering of all surfaces, interior as well as ex-

posed, by enamel or other rust proof covering, is what is most to be desired. The ease with which electrical connections can be installed in the stacks is closely allied with the question of open or closed construction and should be very carefully considered.

#### FINISH

There always used to be a spirited controversy between the advocates of enamel brushed on and enamel finished and baked at the factory. There is no conclusive expert evidence on this point. Both finishes succumbed to unusual strains and both worked well under normal conditions. It is, of course, evident that any damages to the finish must be repaired by brushing on the finish as it is quite out of the question to return a piece of damaged shelving or upright to the factory. Recent metal lacquers like Duco seem to have swung the pendulum of approval toward the brushed on or sprayed finish, tho there are still skeptics who doubt the permanence of many modern finishes of this kind.

The color of the finish is important. White reflects the light and makes the stack more cheerful. On the other hand, it will get dirty very quickly. Olive green, formerly the most popular of all finishes and still very popular, unquestionably absorbs light and makes the stack gloomy. A recent tendency toward gray is noticeable. This does not show dirt readily, it reflects light enough to save not a little artificial light, and gives a pleasing appearance. A combination of gray stack and dull black or dark green shelving is worth considering.

#### AISLES

The material for these is usually (a) glass. This is less popular than formerly, as, under certain climatic conditions, it tends to break. Its value as a light reflector is much less than was anticipated. If used, the under surface should be sandblasted. (b) Marble. This seems to be in rather high favor at present. It is easy to get a stone which will look well, will be durable, and will reflect considerable light. The stone should be selected only after careful consideration as to its durability. No stone which crumbles easily should be used. The slabs should be at least an inch thick in an ordinary stack, and comply in all points with the safety factor selected. In an ordinary stack they should be capable of supporting a fifty pound dead weight to the square inch. The cost will depend largely on the distance of the library from the marble quarry. (c) Concrete. Reinforced concrete slabs are used in the new John Crerar Library to the satisfaction of the former librarian, who claims for this material durability and economy in construction. Within the past two or three years great improvements have been made in the methods of casting and finishing

concrete slabs and they should be given serious consideration, particularly if some expert is available to check the condition or quality of the concrete mixture and its freedom from a tendency to dust. Opinions as to desirable aisle widths differ. We find an aisle of 42-inch (52 inches between stack upright centers) satisfactory. The end and center aisles must be wide enough to permit a book truck to be easily handled in taking books to or from the shelves.

#### STAIRS

These should be carefully planned with regard to (a) easy access from the delivery desks; (b) ease of supervision in the case of stacks to which access is permitted; (c) economy of space. It is usually sufficient to have a stair wide enough to permit one person to use it at a time. Very few stacks are so much used that people need pass on the stairs very often. Care should be taken to see that the stairs permit control of special stack portions or special collections. Attention should also be paid to availability of stack exits. Altho the danger from fire in a metal book stack is slight, fire marshals and boards of underwriters are likely to be insistent on ample, easy exit. When trouble from this source arises, attention should be called to the very small number of people who use an ordinary library stack at any one time.

#### COMPLETION OR ADDITION TO THE STACK

The possibility of completion or addition to the stack should also be considered. For example, in a twelve-story stack of which only eight levels are finished at the beginning, the structural work for the remaining four stories should be of such a character that competitive bids for finishing them will be possible. If a cast iron stack is adopted at the beginning, there will not be the possibility of competition by makers of steel stacks, unless the unfinished levels are at the top and the lower ones are virtually a complete unit.

#### FLOOR LEVELS

Care must be taken to see that the stack levels and the floor levels of the main building coincide as far as possible and that no ramps or other devices are necessary for the use of book trucks or elevators. When ramps are necessary care should be taken to have the angle of incline as small as practicable, to permit one-man handling of loaded book trucks. Low headway of stairs is dangerous in any metal stack.

#### EXPANSION

There are two possible directions of expansion: (a) Horizontal. Expansion on the horizontal plane permits more rapid access to a greater number of books in a given area. (b) Vertical. This method of expansion permits the collection to be broken up into a larger number of more or less separated units. It is somewhat

less economical to administer from a general center, but is obviously saving of ground for the stack site. In a building which is planned for later expansion, the stack should usually be against the wall which is to be removed for expansion.

The relative desirability of these two modes of expansion may depend upon a number of things, among them, the size and shape of the building site and its possible expansion, the comparative size of the book collection and the student body, and the extent to which the collection is dominated by departmental use. Ample elevator service is necessary for the satisfactory administration of any vertically expanding stack. Many architects assert that vertical expansion with adequate elevator service gives quicker and more economical use of the entire building. The modern skyscraper is built on this theory. If possible, book lifts large enough to take a loaded book truck are desirable. Smaller ones require additional handling of the books. At least two elevators or book lifts are desirable.

#### CARRELS AND STUDY ROOMS

In any real university, provision must be made for stack use by the faculty and other research workers. The most economical is by means of carrels and by study rooms adjacent to the stack. The latter type is illustrated by the John Hopkins University library. It is more convenient for the faculty but more expensive to administer as the stack control is distributed among a larger number of points, each of which must be subject to some supervision and a consequent increase in the staff. In planning a stack it is well to keep in mind the possibility of adjacent study rooms and to provide doors or places for doors, which will permit adjoining rooms to be used *en suite* in close relation with the stack arrangement. In any rapidly growing collection the relation of study room position to related books in the stacks is likely to be upset when the collection or the student body increases. In the University of Minnesota Library we have two sizes of carrels: 39 by 54 inches and 39 by 108 inches. The former are too short, the latter too large. I think a carrel 39 to 42 inches in width and 5 feet long a good compromise.

#### BOOK CARRIERS

In any large stack, pneumatic tubes for delivering call slips to the attendants on the stack levels are needed. In any stack level there should also be provided conduits for book carriers. At present there seems to be no book carrier working on more than one plane which gives good protracted results. It is quite practicable to have a carrier of the endless belt type working on one plane only and delivering books to stack levels and to desks on the same

plane. If any such mechanism is contemplated, provision should be made at the outset for its installation. The noise of its operation must be considered in placing it.

#### LIGHTING

Obviously, the amount and kind of lighting in the stack will depend on the size of the stack and the character of its use. The chief desiderata are even illumination of all shelves (including the top and the bottom) and economy. The older elaborate fixtures and troughs with reflecting mirrors and other devices have largely given way to the simpler reflectors like the holophane reflectors. These are easy to install, give better light than more elaborate devices and work well on comparatively low wattage on sockets six or eight feet between centers. The question is mainly one of putting in enough lights, tho it is affected somewhat by the color of the stack and its reflection or absorption of light. Each aisle should be provided with a two-way switch at each end to permit easy turning off as few users of a library will retrace

their steps to turn out a light. Automatic cut-offs are not satisfactory in a university library stack when faculty and students as well as messengers have access to the shelves.

The lack of any conclusive evidence on any of the above points shows clearly the need of the study of comparative data based on the experience of many libraries. About the only things that are evident at present are that there are several types of satisfactory stacks, that none possesses all the advantages, and that the type and detail construction of the stack depends upon the size and character of the book collection and the administrative conditions under which it is used. Very valuable information can be found in the advertising material issued by the Sneed and Company Iron Works, the Art Metal Company, the Library Bureau and the Van Dorn Iron Works Company. Similar material is also in preparation by the General Fireproofing Company. Librarians contemplating the installation or expansion of a stack should have this material at hand.

## BIBLIOGRAPHICAL INSTRUCTIONS FOR STUDENTS

THE earnest and emphatic request of the chairman of this meeting was that this should not be a long and formal paper.\*

I shall only, then, cite a few articles, and offer for such discussion as time allows, a few perhaps unorthodox and extreme propositions.

The articles are three in number. They, with the numerous citations which are given with them, will lead you to most of the recent literature in the field. They are:

Ada J. English. How shall we instruct the college freshman in the use of the library? *School and Society*. 24:779-785. 1926.

Raymond L. Walkley. A program for practical instruction in college libraries. *School and Society*. 25:371-373. 1927.

H. B. Van Hoesen. Graduate and undergraduate instruction in the bibliography and use of the library. *School and Society*. 21:311-314. 1925.

In the *ALA. Survey*, 2:192-200, there are brief statements of the bibliographical instruction given in twenty or more colleges and universities.

The debatably intended propositions are also three in number.

I. Somewhat on the principle that a little knowledge is a dangerous thing, it is suggested

that we drop attempts to teach freshmen the use of the library if it is impossible to do it thoroughly. To do the job thoroughly implies, not an optional lecture and demonstration or two, but: (1) a required course; (2) weekly meetings (about sixteen) during the first semester; (3) a teaching staff with enough time and adequate teaching ability; (4) sufficiently small sections to insure the proper attention to and work from each student; (5) a generous supply of duplicate reference books. Any attempt to introduce library usage to freshmen which does not measure up to these standards, it is suggested, is love's labor lost; a waste of the instructor's time and the mere gilding of ignorance with a superficial smattering of bibliographical technique.

II. A department of bibliography should be as much the accepted and inevitable thing in any college as a department of English or a department of history. This department should offer a variety of courses; courses with prerequisites and progressive relationships, ranging from elementary courses in the use of library tools and aids, thru those in the evaluation of the contents of current books and the material aspect of books (paper, printing, binding, etc.) on to diplomatics, palaeography, or what you choose.

III. Teaching is a profession requiring special abilities and training. Librarianship is

\*Talk at the A.L.A. Institute at Drexel Institute, Philadelphia, in February.

likewise a profession requiring special abilities and training. The special abilities and training of the two by no means coincide. Therefore to ask a library administrator, a cataloger, a reference librarian or an assistant at the circulation desk to teach freshmen the use of the library or to teach a course in subject bibliography is to give them an inappropriate burden which is detrimental to the interests of the library and unfair to the student. Such hap-

azard, unscientific teaching as librarians now undertake must be scrapped; and we must evolve and train instead a group of bibliographical instructors, a new species which will combine in one individual the librarian's knowledge of books and bibliographical procedure with the instructor's ability in teaching method and in the skilled imparting of information.

CHARLES B. SHAW, *Librarian,*  
*Swarthmore College.*

## COST OF BRANCH BUILDING AND EQUIPMENT

THE cost of building and equipment are the subject of constant inquiry by those faced with the building problem. For some little time to come these costs detailed here will serve as a guide.

The building is the South Avenue branch of the Rochester Public Library.

The cubage of the building is estimated at 90,000 feet, which gives a cost of 27 cents per cubic foot. It is 43 feet wide and an average of 111 feet long, covering almost the entire lot. It is one story, plaster stucco on the outside. The inside walls and ceiling are covered with insulite, one of the numerous kinds of composition board. It is made of wood pulp.

The building has 4400 sq. feet of floor space, which is mostly in one open room. The division between the children's and the adult wings consist of four foot shelving and three feet of glass above. All shelving is placed around the walls and partitions and has a present capacity of 16,000 volumes.

Lot (51 feet by 120) .....\$10,440.00

### Building

|   |             |           |
|---|-------------|-----------|
| Mason, carpenter and painting work .....      | \$17,850.00 |           |
| Roofing (pitch and slag) and metal work ..... | 809.00      |           |
| Heating (hot air, with blower system) .....   | 2,213.99    |           |
| Plumbing .....                                | 1,265.00    |           |
| Electric work .....                           | 1,101.49    |           |
| Architect's services .....                    | 1,398.86    | 24,638.34 |

### Building Equipment

|  |          |          |
|--|----------|----------|
| Linoleum (battleship) .....                | 1,155.75 |          |
| Sign .....                                 | 46.00    |          |
| Awnings .....                              | 88.85    |          |
| Window Screens (copper, all windows) ..... | 226.40   |          |
| Window Shades .....                        | 36.20    |          |
| Wire Fence .....                           | 75.00    | 1,628.20 |

### Furniture, etc.

|                                 |          |
|---------------------------------|----------|
| Shelving and delivery desk ..   | 4,294.00 |
| Juvenile librarian's desk ..... | 145.00   |
| Juvenile charging desk .....    | 25.00    |
| 8 Adult tables, 3 x 5 .....     | 300.00   |
| 2 Juvenile tables, round .....  | 94.00    |
| 30 Adult chairs .....           | 243.00   |
| 9 Juvenile chairs .....         | 72.90    |

|                                  |        |          |
|----------------------------------|--------|----------|
| 2 Desk chairs .....              | 27.72  |          |
| 2 Book trucks .....              | 95.00  |          |
| 6 Juvenile reading stands .....  | 217.50 |          |
| 6 Juvenile reading benches ..... | 112.00 |          |
| 12 Story hour benches .....      | 90.00  |          |
| 2 Steel stools .....             | 16.50  |          |
| 2 Wrapping stands .....          | 90.00  |          |
| 2 Umbrella racks .....           | 55.00  |          |
| Typewriter .....                 | 54.00  |          |
| Kitchen cabinet .....            | 139.00 |          |
| Staff room furniture .....       | 104.50 |          |
| Adult card cabinet .....         | 219.50 |          |
| Juvenile card cabinet .....      | 84.95  |          |
| Vertical file .....              | 76.25  |          |
| Picture file .....               | 95.75  |          |
| Metal trimmer .....              | 24.00  |          |
| Print roller .....               | 6.25   |          |
| Wearproof mat .....              | 21.00  |          |
| Bulletin Boards .....            | 72.21  |          |
| Catalog guide cards .....        | 52.60  |          |
| Dictionary holder .....          | 3.19   |          |
| Thermometers .....               | 3.50   |          |
| Miscellaneous .....              | 686.98 | 7,521.30 |

Carried Forward .....\$44,227.84

### Books

|                                  |            |           |
|----------------------------------|------------|-----------|
| Adult fiction, 1153v. ....       | \$1,727.44 |           |
| Adult non fiction 1738v. ....    | 4,698.71   |           |
| Juvenile fiction 940v. ....      | 1,473.26   |           |
| Juvenile non fiction 1481v. .... | 2,304.95   | 10,204.36 |

Grand Total .....\$54,432.20

The branch serves a radius of about a half mile with an estimated population of 15,000. It was opened June 1, 1927, and since then has had an average circulation of 13,351 volumes per month.

WILLIAM F. YUST, *Librarian,*  
*Rochester (N. Y.) Public Library.*

WE have had many inquiries with regard to futures for library trained people in publishing houses and in bookselling. The paragraph quoted here from the last report of the executive secretary of the National Association of Book Publishers will be of interest to such inquirers:

"In our employment service, we have interviewed 430 men and 534 women who have applied for positions in publishing houses or bookstores; 39 have been placed in positions."



# SOME RECENT AIDS TO RESEARCH IN ENGLISH

BY HOWARD SEAVOY LEACH

Librarian of Lehigh University, Bethlehem, Pa.

I TAKE it that the Institute\* has in mind not the usual type of reference work so much as the extended piece of advanced research which might be undertaken by a specialist or a graduate student expecting to become a specialist. At any rate it has seemed best to me to confine what I have to say largely to the field of English literature and, perhaps, somewhat to history. I hope that what I have to say will be equally applicable, as far as the methodology is concerned, in other fields.

Research, I suppose, may be defined as the gathering together of isolated facts which relate to a subject or event, and when gathered the proper interpretation of these facts with their inter-relation in such a manner as to form a connected whole and to make the product of value to someone. At least profitable research could be so defined. Isolated facts in and of themselves are of small value except to the interpreter. It is only when facts are brought together and interpreted so that they take their proper place in the scheme of things that they become of value to the rest of us.

An aid to research is some form of tool, which when placed in the hands of an expert investigator, proves to be a short cut for him; something which saves hours of his time by pointing the way quickly to information which he needs. Such an aid may be merely a bibliography or it may be a specialized treatise which supplies him with some of his facts necessary for the proper interpretation of his subject.

To the skilled investigator who has had considerable experience, these aids to research are very welcome as time-savers, but they are almost inevitably incomplete and serve only as a guide-post for him and he counts it a gain that he has only to supplement what the author has already done, but for the beginner in research who has to learn the rudiments, such aids at first are often unintelligible. So far as I have been able to discover there is nothing for the beginner which can take the place of expert guidance from an able professor in his chosen field. A few hours of personal attention on the part of an expert, places the beginner in a position to use such tools as have already been provided and to use them intelligently. Not even our most expert librarians can do this in all fields so efficiently as can the right sort of

expert in one field. We have provided a few manuals which give the methodology in a particular field and such a book is that provided in the field of romance languages by Prof. Morize at Harvard. This little volume has served, for want of others, to point the way to many a graduate student in fields other than the one specially treated. There is, however, shortly to appear by Dr. Van Hoesen of Princeton, a manual which attempts to give the method and point out the principal resources of all of the fields of knowledge. This book, *The Introduction to Bibliography*, is the result of a number of years' experience in lecturing to graduate students on bibliography and method. It covers the many problems connected with research in the various fields and gives the student the many bibliographical sources from which he is to derive his information. When these were given as lectures, a personal conference with each student was given in order to give specific aid to the individual student in his chosen field, whether it be biology or literature or history. These lectures have been of great value to Princeton graduate students, and I believe that the book when published will be of great value to all graduate students and research workers as a starting point.

There are existing in our American colleges large numbers of useful unpublished bibliographies and tools of research. Many of these are in process of making and are not yet publishable, even if money were forthcoming for their publication. They are, however, immensely useful so far as they go, and it would seem to me to be the duty of librarians and scholars to be as generous as possible in making known thru the *LIBRARY JOURNAL* or other publications, the fact that these research aids exist. As an example I should like to describe for you the Iconographic Index at Princeton. This index is one of the most ambitious pieces of apparatus ever undertaken in art. It was begun about seven years ago and aims to index the subject matter of Christian art from the second century to the 14th. In 1925 I described in the *LIBRARY JOURNAL* this great undertaking. Since that time I am reliably informed that the index has grown to about three times the size it was then. At that time it had about sixteen thousand cards and some five thousand illustrations, mostly photostats. For the details of the method of indexing I refer you to my article in the *LIBRARY JOURNAL* of March 1st, 1925. page

\* Paper read at the A. L. A. Institute conducted by Drexel Institute in February.



208. As a matter of encouragement to librarians and others to start such ambitious projects, even tho they cannot see how the money is to be provided to make it practical, this index is a fine example. It was started with one person working on it who gave her time free because of the interest she had in the subject and because of the ability of the professor in charge to inspire research work in those who came under him. About a year and a half of free work was put in on the index and it began to show signs of being useful. After that a small amount of money was available and the work went slowly forward until now the index is endowed with \$100,000 and has six persons working full time upon it. It is perhaps one of the best pieces of research aid in the country. It will be several years before it is complete, but the Department of Fine Arts at Princeton looks forward to the time when it can be published for use throught the world. It has already progressed so far that any research work done anywhere in the subject matter or iconography of art is likely to be shown to err unless this index has been consulted. As a time saver it is extraordinary.

I have here, just published, a monograph on the portraits of the Evangelists in Greek and Latin manuscripts, which is the result of several years of research on the part of Prof. A. M. Friend, Jr., and could hardly have been done at all without the aid of this index. In the course of the research he desired to find as many examples of the portraits of the prophets as possible, and in three hours of work consulting the index he was able to secure all the necessary aid regarding portraits of the prophets.

In attempting to find other examples outside the index he was unable to add a single one, showing how complete the index is already in this respect. This index treats the subject matter in all media, whether crystal, enamel, leather, gems, glass, jewels, paste or ivories, as well as manuscripts, paintings, mosaics and sculpture. It is not only an index on cards to the subject matter of art but has a fine quantity of bibliographical references and the actual picture, mostly by photostat, of most of the monuments.

I think I have said enough perhaps about this particular index to show you that it is indispensable to anyone who is working on the history of art in any of its phases, and it is one of the finest examples of a local piece of work available to outsiders by correspondence which should be given as wide publicity as possible. Eventually it will be published and become available to scholars directly. If any of you know of similar pieces of work unfinished or unpublished it seems to me to be your duty to give publicity to them so that interested scholars

may either visit or correspond and secure the information needed in their work.

Most of you will agree with me that in the field of pure bibliography, that is to say, book description as opposed to mere reference lists, we in America have done very little work which is comparable to that done by European scholars. This is probably quite natural, since until quite recently, we have not had the large numbers of rare books to describe and we were concerned with more immediately useful types of bibliography. However, if we accept a thesis that bibliography in itself is valuable, then we must accept likewise the idea that anything which contributes to bibliography is of value.

Perhaps I may cite as a piece of pure bibliography which is comparable to that done in Europe, the paper by George Watson Cole, entitled *The First Folio of Shakespeare*; a further word regarding the correct arrangement of its preliminary leaves. I wish to call to your attention especially, a recently published book by Ronald B. McKerrow (Oxford Univ. Press) called *An Introduction to Bibliography for Literary Students*. This book is absolutely indispensable to the scholar who attempts anything in the way of pure bibliography or book description. McKerrow takes nothing for granted and begins at the beginning, describing for us minutely with definitions and exposition, the method of making a book as practiced about 1600. He not only describes for us how the book is made up when it is correctly done, but also gives us full treatment of such irregular things as cancels. This book has much to say on the method to be followed in conducting researches regarding the dating of books; on proofs and proof corrections; on fakes and facsimiles, in short on the format of the printed book and how its various conditions are to be interpreted in aid of literary scholarship. A useful, altho too brief list of difficult Latin place names is given and translated for us. In the appendix there is a series of notes on Elizabethan hand-writing with illustrations intended to aid the beginner who has to work in this medium. I believe that this book of McKerrow's will give a great impetus to the study of pure bibliography in America.

I presume I should not be fulfilling my full function today unless I suggest some new undertaking which should eventually be an aid to research. For this purpose I have chosen to call to your attention again a project which I outlined in the LIBRARY JOURNAL of September 1, 1927, page 815, namely, "The Need for a Finding List of English Books Printed Before 1640 Which Are in Our American Libraries." You will recall that some years ago the Huntington Library published an admirable catalog of its holdings in this field, and while it made no

promises as to what they would do with the material, it asked American librarians to check the catalog indicating what they had of those in the Huntington library, also to send collations of books which they possessed, but not in the Huntington library. I know that this was done by a good many American libraries and after coming to Lehigh I checked the catalog for our library, indicating some ninety English books before 1640, several of which were not in the Huntington library. At the time I did the checking I received a letter from the librarian of the Huntington library stating that the Bibliographical Society in Great Britain was soon to publish a Short Title Catalog of such books, which would make the Huntington catalog obsolete. This *Short Title Catalogue* has now been published and is a most valuable tool, but it is far from making the Huntington catalog obsolete since the Huntington entries are so much more complete, in that collations are given.

In many instances it is hard, if not impossible, to identify a copy of a book in your library by the meagre data given in the *Short Title Catalogue*, whereas if the book is mentioned in the Huntington catalog with its full collation it is an easy matter. If the Huntington library would publish a finding list of English books before 1640 from the large amount of material which must be in its possession, there would be little need for the check list that I suggested. However, if the Huntington is not going to do this, some such scheme as outlined in my article would be of great worth. I merely suggest that we check the English *Short Title Catalogue* and indicate to a central editor by numbers those we possess and when this information is in hand, merely publish the number, such as 649, with standard abbreviations for the name of the library after it, showing those who possess that particular book. Such a publication would be useless without the *Short Title Catalogue* to go with it, but the *Short Title Catalogue* is of so much importance that most libraries of any size should possess it. Such a finding list for American libraries would go far toward helping scholars locate a given book, since especially in the fields of English and also largely in English and American history, the books wanted, and those most difficult to find, are apt to be English books before 1640.

If any of you have influence with the American Library Association or the Bibliographical Society of America, or with the Henry E. Huntington Library, I suggest that you write one or more of these agencies and enlist their active co-operation in editing such a finding list. The Modern Language Association has already undertaken some such publication in the field of books published in German before 1600, and at

Lehigh we are co-operating with it by furnishing the titles of such books as we possess. The *Short Title Catalogue* already records one or more copies of many of the books as being in some American library, but many of them are inaccessible to large numbers of our scholars, whereas a reasonably complete check list might point the way to a copy much nearer home. In the first three pages of the *Short Title Catalogue* there are one hundred and seventeen entries, thirty-eight of which are copies recorded somewhere in America, of course, largely in the Huntington Library or the New York Public. The inaccessibility of the Huntington Library to most of our scholars makes it the more necessary to publish a full finding list.

#### SOME USEFUL AIDS TO RESEARCH

Redder, W. G. *How to Write a Thesis*. Bloomington, Ill. 1925. 136 p.

McKerrow, Ronald B. *Introduction to Bibliography for Literary Students*. Oxford Univ. Press. 1927.

Northup, C. S. *Register of Bibliographies of the English Languages and Literatures*. Yale Press. 1925.

Kennedy, A. G. *Bibliography of Writings on English Language*. Harvard Univ. Press. 1927.

Williams, J. B. *A Guide to Printed Materials for English Social and Economic History, 1750-1854*. Columbia Univ. Press. 1926.

Crane, E. J. *Guide to the Literature of Chemistry*. New York. 1927. 438 p.

#### EUROPEAN TOUR FOR LIBRARIANS

In our last number appeared an outline of the European tour arranged especially for librarians under the leadership of Dr. and Mrs. Theodore W. Koch. In our next issue we hope to give details of a tour in charge of Mrs. Bertha V. Hartzell, supervisor of the training class of the Boston Public Library, which is announced by the Open Road in co-operation with the National Student Federation of America and the International Student Hospitality Association. Library and literary landmarks of Western Europe will be visited and the tour is planned for librarians and student librarians.

#### THE AMERICAN SCENE

*The Grandmothers*. By Glenway Wescott.

*America Comes of Age*. By André Siegfried.

*The Rise of American Civilization*. By Charles A. Beard and Mary R. Beard.

*America*. By Hendrik Willem Van Loon.

*Men of Destiny*. By Walter Lippmann.

*The American Songbag*. By Carl Sandburg.

*America Finding Herself*. By Mark Sullivan.

*Death Comes for the Archbishop*. By Willa Cather.

From *Library Service* (Detroit Public Library.)

## LIBRARY SALARIES SINCE 1925

FOR SIX years the A. L. A. Committee on Salaries, Insurance and Annuities has published salary statistics of large and medium-sized public libraries. A similar table for university and college libraries has been compiled in four successive years and published, like those for public libraries, in the A. L. A. *Bulletin*. A survey of these tables shows the upward trend of salaries both for chief librarians and the rank and file of the library staff since 1925.

Salaries as shown in the A. L. A. committee's tables are actual minimum and maximum sums now being paid and not merely schedules. All positions listed, with the exception of junior assistants, are presumably for employees with library training or sufficient years of experience as an equivalent. In any comparison of salaries there are necessarily certain inconsistencies due to varying requirements in different libraries. Librarians are asked, when filling out the questionnaires of the committee, to bear in mind the latter's definition of various professional workers. Under the head of catalogers, for instance, should be included only those fitted for and actually doing expert cataloging and not including typists or others doing clerical or routine work in the catalog department. A minimum of six months' training or such a number of years' successful experience as actually would be equal to such training is a prerequisite for any library assistant's inclusion in these statistics.

The total number of increases in salary in both groups of public libraries for 1927 is 200, a decrease from 290 in 1926. The total number of decreases is 89, a decrease from 104 in 1926, and a further indication that library compensation is becoming stabilized.

In the salaries of chief librarians of large public libraries the range of increase was from \$100 to \$2100. At Worcester, Mass., the chief librarian's salary, \$4600 in 1926, was \$4700 in 1927, and proportional raises may be noted for department heads, branch librarians, children's librarians, catalogers, and library assistants. One increase of a thousand dollars was at the Detroit Public Library, where the librarian's salary rose from \$7500 in 1926 to \$8500 in 1927. Here also other members of the staff shared in the tilted scale, except that the minimum salary for catalogers dropped from \$1680 to \$1440 and for children's librarians from \$1620 to \$1440, perhaps because an extra position had to be provided for. The library had 12 catalogers in 1926 and 13 in 1927, and one additional children's librarian. The salary of the chief librarian at Buffalo, N. Y., was increased from \$6500 to \$7000; at Los Angeles, Calif., from \$7800 to \$8000; and at Washing-

ton, D. C., from \$5600 to \$5800. Here the minimum for children's librarians was raised from \$1320 in 1926 to \$1500 in 1927, less than the \$1680 of 1925. The maximum remained the same thruout the three years. The maximum for catalogers rose from \$1860 in 1925 to \$1920 in 1927. Another thousand-dollar increase was at Chicago, from \$10,000 to \$11,000, where the increased receipts from local library taxation are reflected thruout the range of other salaries. A few minimum rates remain stationary, but only one decreases,—the minimum for branch librarians, forty-one in number, which dropped from \$1800 to \$1740. The maximum for salaries in this class, however, rose from \$2340 to \$3300, and for junior library assistants from \$1020 to \$1140. At Oakland, Calif., where the largest increase occurred, the librarian's salary, \$3900 in 1926, was \$6,000 in 1927.

Salaries of junior library assistants are not always affected adversely by an increase in the number of positions. Louisville, Ky., had 47 junior assistant positions in 1927 as compared with 35 in 1926 (number not reported in 1925) but raised its maximum from \$960 to \$1140. The minimum of \$720 remained the same. The 138 such positions at the New York Public Library kept the same level, \$1200-\$1440, but this was a distinct improvement over the \$992-\$1200 rate of 1925. At St. Louis, Mo., the number of catalogers increased from 12 in 1926 to 23 in 1927, with the maximum rising from \$1560 to \$1740, and the minimum remaining at \$1320. Pittsburgh, Pa., had eleven children's librarians in 1927 (number not reported the two previous years) and was paying them from \$1560 to \$1800 as compared with \$1500 to \$1800 in 1926 and \$1440 to \$1680 in 1925.

Four of the thirty-four large public libraries reporting pay their junior library assistants the \$1200 recommended as a minimum for this class of assistant by the Bureau of Public Personnel Administration (Atlanta, Brooklyn, Chicago and New York). Four (Cleveland, Detroit, Newark and Toledo) pay more than the \$1980 recommended as a maximum for Senior Assistants, but none of the other thirty pays as much. Kansas City, Los Angeles and Louisville come the nearest to it with \$1920. None of them yet reaches the recommended minimum of \$1620 for Senior Assistants.

The salaries of other chief librarians as reported remained the same thruout the two years. They are as follows: Atlanta, Ga., \$3000; Baltimore, Md., \$6600; Birmingham, Ala., \$3600; Boston, Mass., \$7500; Brooklyn, N. Y., \$10,000; Cleveland, Ohio, \$7500 (1927 figures not available); Dallas, Texas, \$2100; Denver, Col.,

\$5500; Indianapolis, Ind., \$5500; Jersey City, N. J., \$6000; Kansas City, Mo., \$6300; Louisville, Ky., \$4800; Milwaukee, Wis., \$7000; Minneapolis, Minn., \$6000; Newark, N. J., \$10,000; New Haven, Conn., \$4160; New York (chief of circulation department), \$5760; Omaha, Neb., \$3600; Philadelphia, Pa., \$6000; Queensborough, N. Y., \$7500; Rochester, N. Y., \$6000; St. Louis, Mo., \$10,000; San Francisco, Calif., \$4800; Seattle, Wash., \$6500; Toledo, Ohio, \$5400 (1927 figures not available).

Increases are general thruout the list of medium-sized libraries, with only three decreases in chief librarians' salaries—\$2400 at Erie, Pa., as compared with \$2600 in 1926, and a marked drop at Sioux City, Ia., from \$4000 in 1926 to \$2800 in 1927. In this city, however, the range for department heads, \$1500-\$1800 in 1925 and 1926, was increased to \$1560-\$1980. The salary of \$3600 at Berkeley, Calif., was for the acting librarian. It was \$4000 for the head librarian in 1926. The salary of the assistant librarian at Gary, Ind., was raised from \$2700 to \$2820 and the three catalogers, receiving from \$1200 to \$1500 in 1926, were granted increases of \$5 a month. One branch librarian was added, and the minimum raised from \$960 to \$1020. The assistant librarian at Houston, Texas, received \$2400 in 1927 instead of the \$2220 of 1926. At Somerville, Mass., the increase was from \$1650 to \$1800, and the chief librarian's salary was advanced from \$3300 to \$3600. The range for the ten assistants remained the same: \$783-\$939. This scale may be compared with the rate of pay for the fifteen assistants at Trenton, N. J., \$720-\$1200, and the twelve at Memphis, Tenn., \$720-\$1200.

The salaries of librarians of medium-sized public libraries, as reported in the 1927 table, are as follows: Akron, Ohio, \$5000; Berkeley, Calif., \$3600; Bridgeport, Conn., \$5000; Dayton, Ohio, \$5500; Duluth, Minn., \$2850; Erie, Pa., \$2400; Evansville, Ind., \$3600; Fall River, Mass., \$5000 (assistant librarian, \$2500); Flint, Mich., \$5000; Fort Worth, Texas, \$3000; Gary, Ind., \$4320; Hamilton, Ont., \$4000; Harrisburg, Pa., \$3000; Hartford, Conn., \$6000 (assistant librarian, \$3000); Houston, Texas, \$3500; Jacksonville, Fla., \$4000; Kansas City, Kansas, \$2400; Long Beach, Calif., \$3000; Memphis, Tenn., \$5300; Nashville, Tenn., \$4500; New Bedford, Mass., \$5000; Paterson, N. J., \$5000; Peoria, Ill., \$4500; St. Joseph, Mo., \$4080; Salt Lake City, \$2700; San Antonio, Texas, \$2400; San Diego, Calif., \$3000; Savannah, Ga., \$3000; Sioux City, Iowa, \$2800; Somerville, Mass., \$3600; Spokane, Wash., \$3600; Syracuse, N. Y., \$5000; Tacoma, Wash., \$3000; Trenton, N. J., \$5500; Vancouver, B. C., \$4000; Victoria, B. C., \$2100 (1926 figures); Wilmington, Del., no report, department

heads \$1600-\$2000 and first assistants \$1200-\$1500; Yonkers, N. Y., \$2600, and Youngstown, Ohio, \$6000 (department heads \$1800-\$2500 and branch librarians \$1080-\$2100).

Department heads in nine of these libraries receive a minimum salary of \$1500 or slightly more (to \$1560). Six branch librarians receive this minimum. Eighteen branch librarians are paid more than \$1000 but less than \$1500 as a minimum. Eight catalogers receive \$1200 or slightly more; Yonkers and Youngstown pay their one cataloger \$1600 and \$1860 respectively.

A table of salary statistics of small public libraries appeared in the *A. L. A. Bulletin* for the first time in April 1927. Only those which pay at least \$3000 to their chief librarian are listed here: Bangor, Me., \$4000; Brookline, Mass., \$3200 (assistant librarian, \$2200); East Cleveland, Ohio, \$3200 (assistant librarian, \$2500); Easton, Pa., \$4000; Lakewood, Ohio, \$4000; Lima, Ohio, \$3000; Madison, Wis., \$3000; Muskegon, Mich., \$4700; Shreveport, La., \$3000; Waltham, Mass., \$3500. Lakewood and Brookline pay the largest total amount in salaries; \$48,090 and \$44,725. Bangor pays out \$24,001, and East Cleveland \$35,329. In ten of these libraries library assistants receive between \$1000 and \$1200 as a minimum. The three children's librarians at Butte, Mont., are paid between \$1080 and \$1500. The maximum cataloger's salary of \$1800 is paid at Lakewood.

The *A. L. A.*'s tables on salaries in university and college libraries do not lend themselves easily to comparison, as is pointed out by Sydney B. Mitchell, compiler of the table, in the *A. L. A. Bulletin* for January of this year. The retirement of a librarian of long service and his replacement by a less experienced librarian, the varying number of positions of the same type in different libraries, and the unsettled status of professional and clerical assistants often make it undesirable, if not invidious, to compare one college or university library with another. The reluctance of heads to give their own and their first assistants' salaries is diminishing. Many university and college librarians are getting along without any second in command, and in several cases the assistant librarian also heads a department. The following libraries report the salary of their librarian. The figure that follows is the salary of the assistant librarian when one exists. Amherst, \$5000, \$2100; Bowdoin, \$5000, \$3000; Dartmouth, \$6000, \$5000; Iowa State, \$5000, \$3300; McGill, \$5000; Princeton, \$6000, \$5000; Purdue, \$4000; Stanford, \$5000, \$3500; Syracuse, \$4750; University of California, \$5500; University of Chicago, \$10,000; University of Illinois, \$6500; University of Iowa, \$3000 (acting librarian); University of Kansas, \$4100; University of Michigan,



\$12,000, \$4250 (associate), \$3250 (assistant); University of Missouri, \$4500, \$2700; University of Nebraska, \$4000, \$2600; University of North Carolina, \$6500, \$3750; University of North Dakota, \$3100, \$2200; University of Ore-

gon, \$3600; University of Texas, \$3600; University of Washington, \$4950, \$4000; University of Wyoming, \$2676, \$2160; Vassar, \$4000, \$3250; Washington University (St. Louis), \$3750; Wellesley, \$4000, \$3000, \$3250.

## A CHILDREN'S LIBRARY IN BERLIN

BY JOHANNA MUHLENFELD

*Librarian of the Children's Library, 24 Ehrenbergstrasse, Berlin*

IN Germany the first children's libraries were founded by various kind-hearted men and women or by small associations in some large cities as late as 1910. Neither individuals nor associations possessed large means, but from real enthusiasm they gave more for libraries for young readers than they could well spare. I have seen one of these libraries in Berlin. The hall was more like a large barn, a single kerosene lamp lighted up the place, and the books were mostly cheap pamphlets piled up on a large table. But the room was fairly crowded with children, sitting on wooden benches, on the floor, on the edges of the tables, wherever there was a free space. Children had the supervision and distributed the books. This did not all run perfectly smoothly, and sometimes the little folks would quarrel and even fight. You can imagine that there was not much peace to read in. Nevertheless the children stayed. I am sure that most of them came from unhealthy, crowded flats. In many cases the whole family had only one room to live in, and so the little ones were contented with their warm and interesting library.

These first attempts on children's libraries offered the advantage that the attention of many people was drawn to these institutions which had been unknown up to then. The opinion was formed that they were necessary. By and by municipal governments gave some money for establishing such children's libraries, and now we have in Germany three different kinds of juvenile libraries, as far as their administration is concerned. One is annexed to a kind of children's office and is much like a kindergarten; the second belongs to a school, is managed by a teacher, and can easily be turned into a sort of continuation of lessons; the third, and so far the best, is connected with municipal public libraries for grown people. These latter children's libraries are most like those in the United States.

Imagine a nasty, rainy fall afternoon. Children have been to school in the morning. Now, after their mid-day meal, they come to the library which opens at two o'clock. On a day like this it will be crowded, and so the

children think it will be best to be at the entrance before opening time, altho this is not officially allowed. There is a crowd of boys and girls waiting longingly for the appearance of the librarian. It is two o'clock! Here I am! The little ones troop in, first to wash themselves, because they are not allowed to enter with dirty hands. Then they are let in to the reading room, five at a time, until all the seventy-five seats the reading room offers, are taken and every child has the book long wished for. Outside in the hall the rest are waiting for vacant seats. I am sure we are going to have at least two hundred children present in the Library on this gloomy day. Fortunately the youngest ones, those of seven and eight, do not stay very long. After having enjoyed their picture book thoroly they leave. The elder ones, those of thirteen and fourteen, often stay for two hours. But that is the utmost, they prefer to come back the next day than to stay longer than two hours. The library is open every afternoon except Sunday.

The reading room is comfortable and attractive, it has plenty of light and is well heated. There are bright pictures on the walls, and flowers on the tables and at the windows. Some two thousand books in bright bindings are on the shelves. The children enjoy their reading hour during which they must keep very quiet so as not to disturb anyone. Mostly they behave well, and when they cannot sit still any longer, they feel it is better for them to leave quietly than to be asked to go. For they can come and go just as they like, and they can also read what they like. Usually children know exactly what they want to read. If not, the librarian will advise them, as she knows the books and magazines. Or the children may choose their books for themselves from the printed catalog. Latest additions to the library are handwritten on cards and filed. In this respect one is treated almost like an adult! The children do not go to the shelves; the librarian or an assistant will hand out the books. Nor are children supposed to exchange their books in the reading room more than twice a day, because this would mean that they did not read

their books thoroly and might form the habit of reading superficially. For this reason they must be careful when selecting their books. They get two books at a time. They have a reader's card on which all the books are recorded that they have read. Sometimes the librarian will remind them that they had started to read a book which they have not finished. They had forgotten all about it! If they do not care for a book, they are not obliged to continue. But this happens very seldom. Most of the books are favorites. The books on the shelves include every kind: picture books, fairy tales, legends, narratives, books about history, geography, natural science, books on arts and crafts, books on games, all beautifully illustrated. There are no newspapers, but there are some very good periodicals.

What do German children read most? It seems to me they prefer exactly what children in all countries like best: the big boys like stories of adventure, the little girls like children's stories, they all like fairy tales and legends, also picture books, especially when they are merry. As there are more boys than girls among the readers—about three quarters of all the visitors are boys—we must keep more boys' books. As to the books themselves: I think in this regard you will find about the same stock of juvenile literature all over the world. "I should like Anderson's *Fairy Tales*, or Grimm's." "Please give me *Robinson Crusoe*, or *Gulliver's Travels*, or the merry books by Wilhelm Busch!" These are the demands most heard. We also have American books in German: the old *Leather Stocking Tales* by Cooper, the new ones by Eastman, animal stories by Jack London and Ernest Seton Thompson; Mark Twain's *The Prince and the Pauper*, and so on. Also books by German authors on America are very popular over here, as the circulation of selections from Armand, Gerstacker and Sealsfield shows. There is a book by a German called Neff who wanted to save Indian tribes from extinction, and he tells about it thrillingly in his story, *Der Narr von Mescalero*. Very interesting also is the story by Hanstein *In the Valleys of Death* in which the author tells of an old expedition to explore the Colorado River. It would lead us too far off if I would tell you more of our books. Also the scientific books have their friends. Many children are interested in a special subject and will gradually read all the books on it; others again ask for books giving information on subjects to which they have listened-in on the radio, or which they have seen illustrated in the moving pictures, for instance deserts, navigation, earthquakes, stars, etc. In constant demand are books on arts and crafts, on the building of radios, of airplanes, etc.

Books may also be taken home, because the

children's library is connected with the Public Library which has a children's section in its stacks, and has certain circulating hours for children. The staff there is helpful, and the children may take home one book at a time for one week.

Then during the winter, when the days are short and dark, there is sometimes a surprise at the children's library. Then children help to transform the reading room into a theatre. The front rows consist of chairs, the back rows of tables, everyone is found a seat and there is none vacant. And everyone can see and hear perfectly. The library staff will show the children moving silhouettes, which the children say are even nicer than the movies. And they also have reading hours in winter, when the librarian will read aloud to the children, or some of the children will do so, taking turns. Or they have little lectures, children reading a paper and discussing it for their younger friends. Sometimes the children perform a Christmas play. There is always something interesting going on in winter, but not too much, as this would distract the children, who must never forget that the library above all is a place to read in.

"How many children's libraries have we in Germany?" you ask. I really cannot tell. There are not too many, but the City of Berlin has eighteen. If it had not been for the war, we would have many more all over the country.

## OPPORTUNITIES

Wanted, library assistants with four year college course and at least one year library school training. Reference, work with children and schools, general circulation, cataloging. Salary \$1500 to \$1860; opportunity for advancement for those with initiative and ambition. Graduates of 1928 classes in approved library schools who apply now may receive appointment to take effect on or after July 1st. The Queens Borough Public Library, Jamaica, New York City.

Wanted, assistant librarian for Masonic Grand lodge library of the State of New York. Mason required; library experience and training desired. Apply to Librarian, Masonic Grand Lodge library, Masonic Hall, Room 500, 71 W. 23d St., New York City.

Librarian with college degree, library school training and one year of experience desires position in library in an eastern state. Will be free about June 10th. L. M. 7.

Young woman with university degree and with two years' experience as high school librarian wishes work for the summer. Will be free about June 10. E.R.W. 7

Librarian desires connection with school or college. Experience in both and in special library as librarian and in research. M.P.N. 7.

Librarian would like summer position, in charge of college library for summer session; or to do bibliographical research work. Available after June 8. Experience and reference given. F. Stimson, 104-3rd St., Troy, N. Y.

## LIBRARIANS AS AUTHORS

### *A Brief Review of Some Recent and Forthcoming Books by Librarians*

A SWEEPING view of the literary output of librarians last year and in the coming months, undertaken with the aid of that useful department, "New Books by Librarians," in the *Bulletin of Bibliography*, the promises made in the Spring Announcement of the *Publishers' Weekly*, and our own files, nets more than one confirmation of the surmise that librarians are, of choice as well as of necessity, a versatile folk. Wanton fancies of pirates, mystery, murder and wandering on northwest trails beckon them astray from the sober chronicling of library history or the compilation of bibliographies definitive and exhaustive up to the day of publication.

For pirates, there are Frances Jenkins Olcott's *Wonder Tales From Pirate Isles* (Longmans), folk-tales from the East Indies with a pirate background; for mystery, *The Golden Lotus*, by Gladys E. Locke of the Boston Public Library (L. C. Page), and Amena Pendleton's translation of Eugenia Foa's *Mystery of Castle Pierre-fitte* (Longmans), concerning two small boys imprisoned in a castle both ruined and haunted; for murder, Edmund Pearson's forthcoming *Five Murders* (Doubleday-Doran), companion to *Studies in Murder and Murder at Smutty Nose* and bringing to light, in the Hart-Meserve case, another New England murder fit to rank with the Borden case which has its last word here. No less than four historical works of imagination and fact claim attention: Johnson Brigham's valuable contribution to middle-western literature, *The Sinclairs of Old Fort Des Moines* (Cedar Rapids, Iowa: The Torch Press) in which the state librarian of Iowa and the chairman of the state library commission weaves an exciting story of the forties in Iowa when Fort Des Moines was founded, with the Des Moines River as one unifying strand; Lawrence J. Burpee's *On the Old Athabaska Trail* (Stokes), tales of David Thompson, Ross Cox, and other explorers in the Canadian Rockies; Milo M. Quaife's *The Capture of Old Vincennes*, translating into grammatical English the original narratives of George Rogers Clark and his opponent Gov. Henry Hamilton; and Irene Stewart's compilation of the *Letters of General John Forbes Relating to the Expedition Against Fort Duquesne in 1758* (Pittsburgh: The Allegheny County Committee). To this gallery should be added *Gentleman Johnny Burgoyne* (Bobbs), by the late Francis J. Hudleston, librarian of the British War Office, who added to the world's hilarity in his first book, *Warriors in Undress* (Little, 1926), and Randolph G. Adams' *Gateway to American History* (Little), an illustrated

record by the librarian of the Clements Library,

Miss Olcott has another collection of stories of child life, this time in the far North, in Zacharias Topelius' *Canute Whistlewinks, and Other Stories* (Longmans), and has published a third revised edition of her book *The Children's Reading* (Houghton), which first appeared in 1912. Faith E. Smith of the Los Angeles (Calif.) Public Library has written an introduction to Luigi Capuana's *Nimble-Legs*, a story for boys (Longmans). *Merediths' Ann* (Doubleday) is an out-of-doors story for girls by Elizabeth J. Gray, a graduate of Bryn Mawr and the Drexel Institute Library School whom the University of North Carolina Library knew for a year. Longmans, Green and Co. also announce for fall publication several other books by librarians. Miss Olcott's name appears again with *Wonder Tales from Baltic Wizards*, folk tales from Lapland, Latvia, Ethonia and Lithuania, new to America. This will be published in September, as will be *In the Realm of Charlemagne* (tentative title) by Ula Waterhouse Echols, children's librarian of Girard College and formerly at Omaha, and *How Mr. Nitchka, the Tailor, Became King*, a book of Polish folk tales, new to America, by Mrs. Lucia Borski of the New York Public Library, with a foreword by Mary Gould Davis of that library. Bertha Gunterman, head of the Children's Book Department of Longmans and formerly associated with the Louisville Public Library, has three titles as author and editor: *Castles in Spain and Other Enchantments*, with characteristic illustrations by Mahlon Blaine, who also illustrates her *Tartan Tales from Andrew Lang*, edited from his *Red Book of Heroes, Red True Story Book and True Story Book*. This will be published August 15, the first-named on September 1. Miss Gunterman's name will appear as editor on the title-page of the new edition of *Edwy the Fair*, by A. D. Crake, to be published August 15.

Kathleen Adams, 1924 St. Louis Library School, joint editor of *The Book of Giant Stories* (1926) and *The Book of Princess Stories* (1927) is at work with Frances E. Atchinson of the Evansville (Ind.) Public Library on a third compilation.

The leap from simplicity to extreme sophistication may be taken here to note Frances Newman's new novel, *Dead Lovers are Faithful Lovers* (Liveright), a title designed not to blur piquant memories of *The Hard-Boiled Virgin*. Holger Cahill's *Profane Earth* (Macaulay), dedicated to John Cotton Dana, is another adult

novel, of earnestness and force. Louis Rantlett's *Let's Go! The Story of A. S. no. 2448602* (Houghton) is a story of the lighter side of an average American soldier's life at the front in the World War.

Bibliographical tools made by librarians usually are designed to meet some definite and long-felt need. Ina Ten Eyck Firkins' *Index to Plays 1800-1926* (Wilson), listing and locating 7,872 plays by 2,202 authors, is as indispensable as her *Index to Short Stories*. H. G. T. Cannons' *Bibliography of Library Economy from 1876-1920*, fully indexing sixty-five periodicals, is continued by current lists in the *LIBRARY JOURNAL* which use the same subject headings as in this work. Bolton's *American Armory*, by Charles Knowles Bolton of the Boston Athenaeum (Faxon) is a record of the coats of arms which have been in use within the present bounds of the United States. The main name alphabet covers nearly 3,500 entries. The third revised and enlarged edition of *The Students' Guide to the Libraries of London*, by Reginald A. Rye, Goldsmith's librarian of the University of London, whose press issues it, is an invaluable guide which is prefaced by a fascinating historical introduction. With it should be mentioned Luxmoore Newcombe's *The University and College Libraries of Great Britain and Ireland*, by the librarian of the Central Library for Students. *A Guide to Historical Bibliographies*, by Edith M. Coulter, reference librarian of the University of California, issued by the university press, includes the historical bibliographies of printed material that the American college or university student may have occasion to use. Aksel G. S. Josephson has put the knowledge of a lifetime into his *List of Swedish Books, 1875-1925*, published by the A. L. A. The Association also published in recent months such useful aids by practicing librarians as Susan G. Akers' *Simple Library Cataloging*, which defies misunderstanding; Elizabeth Ohr's *Stories and Poems for Opening Exercises*, a subject index to the contents of some forty collections of stories and poems for children; and Ruth Wallace's *The Care and Treatment of Music in a Library*, from sheet music to Victrola records and music rolls. It has also published Jennie M. Flexner's exhaustive *Circulation Work in Public Libraries*, a digest of practice in more than fifty libraries, and the fifth edition of Frank K. Walter's *Periodicals for the Small Library*.

Mary Josephine Booth, librarian of the Eastern Illinois State Teachers' College, published the fourth revised edition of her *Material on Geography*, which will enable even the smallest library to organize educational exhibits. The University of Illinois Library at Urbana issued last June a revised edition of Anne Morris

Boyd's *Outline for the Course in United States Government Publications as Sources of Information for Libraries*, treated by source of issue rather than by subject. New theories and methods in the educational world are always promptly met by librarians, and the librarians of two great high schools in Minneapolis have combined forces to adapt the contract system to a course in the use of books and libraries. *Find It Yourself!* by Elizabeth Scripture and Margaret R. Greer, is published in two editions, student's and teacher's, by the H. W. Wilson Company. Lillian Smith, head of the Toronto Boys and Girls House, is editor, with the children's librarians and the children themselves, of *Books for Boys and Girls*, a list of two thousand books. *A Library Primer*, by Henry Ormal Severance of the University of Missouri, is a second edition, revised and largely rewritten, of an always useful teaching aid. It is published by Lucas Brothers of Columbia, Mo.

From England, in addition to those books already noted, comes *Library Extension and Publicity* (Grafton), by Lionel R. McColvin, chief librarian of Ipswich, in which most of the illustrations and much of the practice are derived from American sources. Grafton and Co. also issue *Printing, a Short History of the Art*, edited by R. A. Peddie, which includes essays by George Parker Winship of Harvard and Lawrence C. Wroth of the John Carter Brown Library.

Mention of the Brown Library brings to mind the city of Providence and its librarian for fifty years, William E. Foster, who has commemorated a recent anniversary in his brochure *Fifty Years of the Providence Public Library, 1878-1928*, and Harry Lyman Koopman's *Narragansett Country; Glimpses of the Past*, which looks back to Pilgrim days.

Promised for early publication are Henry B. Van Hoesen's *Bibliography* (Scribner's) and *Selective Cataloging*, in the Wilson "Librarian's Round Tables" Series, and a supplement to Corinne Bacon's *Fiction Catalog* in Wilson's "Standard Catalog" Series,\* while John Adams Lowe's text on library administration will be ready in the summer and a much enlarged edition of the A. L. A. *Guide to Reference Books* by Isadora Gilbert Mudge who has published annual supplements to the 1923 edition in the *LIBRARY JOURNAL* will be welcomed by libraries and library schools in the fall. The A. L. A. "Reading With a Purpose" Series, compiled and edited by authorities in their particular fields, will be supplemented this fall by *Pivotal Figures of Science*, by Arthur E. Bostwick of St. Louis, and *Adventures in Flower Gardening* by Sydney B. Mitchell, director of the School of Librarianship at the University of California.

\* Published since this article was written.—Ed. L. J.



## SUMMER COURSES IN LIBRARY SCIENCE

### UNIVERSITY OF NEW HAMPSHIRE

AT THE University of New Hampshire, Durham, June 25-August 5. Courses in classification, cataloging, book selection and reference. Open with credit to all who have completed the first year's work in college or without credit to others properly prepared. For information and catalog write Willard P. Lewis at the University.

### SIMMONS COLLEGE

COURSES in cataloging, reference work and library work with children and story-telling will be given from July 2 to August 10. Full information may be obtained from the registrar of Simmons College, Boston, Mass.

### COLUMBIA UNIVERSITY

FROM July 9 to August 17. Special regulations prevail for the work offered by the School of Library Service, and all students desiring to register for these courses should apply to the Secretary of the University for the special *Announcement of the School of Library Service* for the summer session. The Departmental Representative is Professor Edna M. Sanderson, Room 203 East Hall, Columbia University, New York City. Courses from the regular curriculum offered during the summer session include trade, national and subject bibliography, book selection, reference work, cataloging, classification, administration (courses leading to the B.S. degree); college and university libraries, school libraries, and training for library service (courses leading to the M.S. degree); and courses similar to those leading to the B.S. degree which lead to the certificate, including in addition library records. Two three-weeks' courses on book buying for a bookshop and on practical aspects of bookselling are also offered.

### FORDHAM UNIVERSITY

FORDHAM UNIVERSITY, New York City, offers a ninety-hour summer course in library science approved by the Board of Education for Librarianship and accepted by the regents of the state of New York for certification of school librarians in secondary schools of certain sizes. Director, Mary McDonnell, librarian, Wadleigh High School, 114th Street west of Seventh Avenue, New York City. Courses will be given in cataloging, reference work, school library administration, book selection, children's literature and story telling.

### DREXEL INSTITUTE

A SIX-WEEKS' summer school for school librarians from July 2 to August 10 will be given, with Helen Harris in charge. Courses in classi-

fication, reference, administration, book selection, cataloging and young people's literature will cover the general field of school library work. Address: Mrs. Anne W. Howland, director, Drexel Institute School of Library Science, Philadelphia, Pa.

### TEMPLE UNIVERSITY

TEMPLE UNIVERSITY, Philadelphia, offers elementary and advanced courses for school librarians from July 2 to August 11. Each course carries six credits for six semester hours of work, making the twelve semester hours required by the State Department for certification of school librarians. Fee: \$14. Apply for special circular to Dr. George W. Walk at the University.

### CARNEGIE LIBRARY SCHOOL

CARNEGIE Library School at Pittsburgh will offer a six weeks' summer session, from July 2 to August 11. The following courses will be offered in library work with children: Book selection for children, story-telling, administration of children's rooms, reference.

In a course especially planned to meet the needs of library teachers in elementary schools, particularly in platoon systems, the following work will be given: Book selection for children (including story-telling), reference and administration, cataloging and classification. Two general elective courses may also be offered, one in subject bibliography for elementary school use and one in reference.

Address: The Principal, Carnegie Library School.

### INDIANA

THE Indiana Library and Historical Department will offer the usual courses for public and school librarians from June 18 to August 3. No tuition is charged. Address correspondence to Louis J. Bailey, director, the Indiana Summer School for Librarians, 333 State House, Indianapolis.

### UNIVERSITY OF ILLINOIS

COURSES in reference work (3 semester credit hours), book selection (2 hours) and order and accessions (2 hours) will be offered at the University of Illinois from June 18 to August 11. Director Phineas L. Windsor will be in charge. Courses giving credit towards the master's degree will be offered in high school library administration, book buying for the large library, library buildings and equipment. There is also a thesis course. More elementary courses will be given for high school graduates employed in libraries. For further information address the Library School, Urbana.

## UNIVERSITY OF CHICAGO

A SUMMER institute for instructors in library science will be given at the School of Education of the University of Chicago July 26 to August 31. The courses dealing with problems in education for librarianship, principles of educational psychology applied to education for librarianship, and problems in the teaching of library science are planned as a unit. Each of the courses is a minor in the School of Education. Two courses in the use of school libraries are also offered. Tuition ranges from \$35 to \$50. Applicants must meet the requirements of the University of Chicago for admission to graduate courses. Inquiries may be addressed to George A. Works, dean of the Graduate Library School.

## IOWA UNIVERSITY

THE summer library school of the State University of Iowa will hold its 27th session from June 11 to July 21. There will be seven courses given: Library administration, reference work, classification, cataloging, book selection, library work with children, and school library service. Emma Felsenthal is acting director of the school.

Requests for applications and bulletins should be addressed to the University Registrar, Professor H. C. Dorcas. Questions and inquiries concerning the course and requests for the list of required readings should be addressed to the office of the acting director.

## UNIVERSITY OF MINNESOTA

A GROUP of four courses will be given at the University of Minnesota June 15 to July 28 inclusive. The subjects include library administration, cataloging, selection of books and reference.

Frank K. Walter, University Librarian, will be in general charge of the courses. Full particulars may be obtained on application to The University Librarian, University of Minnesota, Minneapolis, Minn.

## UNIVERSITY OF WISCONSIN

TWO courses, one for librarians and assistants in public libraries and one for teacher-librarians will be offered at the University of Wisconsin, Madison, from June 23 to August 3. All correspondence regarding either course should be addressed to the Principal of the Library School, 206 North Carroll Street. The number of students is limited to forty-five, and application for admission should be filed before the first of June.

## UNIVERSITY OF OREGON

REGULAR six-weeks' summer sessions in Eugene and Portland begin June 18 and close July 27. At Eugene library courses will be offered in book selection and use of books for junior and

senior high schools, administration of school libraries, and book selection and evaluation. Address: Alfred Powers, director of Summer Sessions, Eugene, Oregon.

## MCGILL UNIVERSITY

A SUMMER course from July 3 to August 10 provides a six weeks' course in library methods, including school libraries and special libraries, for librarians in small libraries and assistants in larger libraries. For prospectus apply to the Director, 3459 McTavish Street, Montreal.

## UNIVERSITY OF OKLAHOMA

AT THE University of Oklahoma, Norman, Okla., the summer school will extend from June 13 to July 24. Classification, cataloging, reference, order and accession and library administration will be taught in a six-weeks' course under the direction of Jesse L. Rader, librarian of the university.

## COLORADO STATE AGRICULTURAL COLLEGE

BOOKBINDING week at the library summer school of the Colorado Agricultural College at Fort Collins will extend from June 11 thru June 15. Library science will be offered from June 16 thru July 27. Courses will be given in cataloging and subject headings, classification and Cutter numbers, library administration, high school administration, documents, children's work, book selection and reference work. Tuition: \$35. For information apply to Charlotte A. Baker, Principal.

## FREE ON REQUEST

THE Library of Franklin and Marshall College, Lancaster, Pa., has a file of the *Publishers' Trade List Annual 1871-1891* which it will give to anyone willing to pay transportation charges.

DARTMOUTH COLLEGE offers to any library desiring it at cost of removal, its old cast iron library stack. This is a three-level stack on a ground area 54 x 38. Uprights and floors are cast iron. Shelves are wooden. Capacity about 80,000 volumes. Immediate action is necessary.

N. L. GOODRICH, Librarian

"ST. GEORGE and the Dragon (A Modernized Version)," by Margaret Ray, secretary to the librarian of the Toronto (Ont.) Public Library, in a recent number of the *Canadian Forum*, is an allegory illustrated with a spirited drawing by Jack McLaren showing St. George (whose last name, it is disclosed, is Locke) puncturing the funnybone of a Fafnerish monster named Mob Mind with a lance called Ridicule.

# THE FUTURE OF THE PARIS LIBRARY SCHOOL

BY SARAH C. N. BOGLE

*Assistant Secretary of the A. L. A. and Director of the Paris Library School*

FOUNDED during the post-war period by the Committee for Work in Devastated France and administered by the American Library Association, the Paris Library School has—in less than four years' existence—supplied 184 librarians, trained in American methods, to serve in foreign countries.

Typical positions accepted by recent graduates of the Paris Library School are: Assistant librarian of the Municipal Library, Chalons-sur-Marne; reference librarian at the Public Library, Oslo; cataloger and teacher in the library course at the national Jewish and University Library, Jerusalem; librarian of the International Chamber of Commerce, Paris; assistant librarian of the Municipal Library, Montlucon; indexer and classifier at the International League of Red Cross Societies, Paris; head of the order department, League of Nations Library, Geneva, etc. In a typical graduating class of twenty-three, there were nine French students, six Norwegians, two Germans, two two Poles, two Russians, one Belgian and one Czech. The international character of the school is marked, not only in its curriculum and in the composition of its student body, but in its faculty as well.

As a center for information service and for the exchange of ideas on professional library work the Paris Library School answers an ever-increasing demand for co-operation with social groups and international organizations. In France, for instance, the school gave instruction about library work to students of two schools for social service workers. One member of the school staff, Mademoiselle Nicolas, was released temporarily to make the catalog of the children's department of the Public Library of Lievin and this library accepted a plan for the organization of its lending system which was prepared by a student at the school. Mademoiselle Famin, teacher of the work with children and schools, went, on leave of absence, to organize the children's library of the Methodist Memorial at Chateau-Thierry. The librarians from the libraries in the department of the Aisne, organized by the American Committee for Devastated France, came to the school from time to time for round table discussions of their professional problems. The National Jewish and University Library in Jerusalem borrowed books, pamphlets and outlines of courses from the school in order to start a library school, planning to base its organization upon the Paris Library School.

These are but a few instances typical of the many ways in which the school is continually demonstrating its value. Its objective at first was merely to train librarians to replace those withdrawing from the libraries in devastated France but its usefulness has grown to such an extent that its purpose may now be stated as three-fold: (1). To stimulate and direct advanced study in those aspects of library science, bibliography and related subjects which can be studied to better advantage in Europe than in America, by students from all countries but especially from America; (2). To provide training in modern library science, particularly in American library methods, for European students; and (3). To serve as a center of information on education for librarianship.

The Paris Library School is approaching the end of a five-year demonstration period. Its first two years were financed by a grant from the Committee for Work in Devastated France. The third year was made possible by a gift from John D. Rockefeller on condition that funds be secured to complete a five-year demonstration. Support for the current year, 1927-28, which will be completed in June, has been underwritten by the Executive Board from a balance in the War Funds. A plan, which is being formulated, to make the school a foreign branch of one of our great American universities would assure its permanence after the five years are up. Its continuance is dependent upon securing its support for one more year. The fund required to complete this demonstration period is \$37,500, small indeed compared to the sums expended in other fields. The A. L. A. is looking to those in the profession, as well as outside, for co-operation in financing the Paris Library School for next year.

Dr. Herbert Putnam, librarian of Congress, cabled from Paris after visiting the school for the first time:

"Having inspected Library School here am additionally impressed with its importance not merely to Europe in demonstration and supply of personnel but to United States. In latter respect we at Washington shall draw upon it."

Pledges are being received now at the Association headquarters, 86 East Randolph Street, Chicago, for contributions to this fund which will be payable by July 1st, 1928. Checks may be made payable to the American Library Association.

# LIBRARY PLAYS

COMPILED BY MARJORIE ZINKIE

Librarian at A. L. A. Headquarters

- Aikman, Duncan. *The End of a Perfect Illusion* (a drama of predestination). *Texas Library Association News Notes*, July 1926, p. 5-6.  
On censorship.
- Atchinson, Frances Elizabeth. *Story Terrace*. H. W. Wilson Co., 1926.  
Play for Children's Book Week.
- Boothman, Marion. *Prudence and Lotta*, or, A burning issue; a modern miracle play. *New Hampshire Public Libraries Bulletin* 21:1-9, June 1925.  
Propaganda for New Hampshire trustees on sending untrained librarians to summer school.
- Boyd, Anne Morris. *Exit Miss Lizzie Cox*, a bibliotherapeutic tragedy in one act. H. W. Wilson Co., 1926.  
Play written for the faculty of the University of Illinois Library School to give before the University Library Club. Has also been given before the Southern New England Library Conference at Providence, R. I., 1923, and before Illinois Library Association, Bloomington, 1924.
- Brown, Charles H. *Discords*, a playlet on the science of reading for parent teachers' associations, women's clubs and high school assemblies. Ames, Iowa: State College Library, 1927.
- Christmas, Jean Marie. *The Magic Box*, a play for boys and girls. Oklahoma City: Oklahoma Library Commission, 1924?  
Traveling library publicity.
- A Dream in the Library. (In Eaton, Anne T. *The Lincoln School Library*, New York: Lincoln School of Teachers College, 1923) p. 14-15.  
A playlet written by a 6th grade child in the Lincoln school.
- Fangmeyer, Elizabeth. *In the Library*, a play in one act.  
Typewritten manuscript. The author was children's librarian, Avondale Branch, Cincinnati Public Library. Given in November 1922 by the children's department, Cincinnati, as an entertainment for the entire library staff. Well written; humorous.
- Helping to Get a Library, a play. *Public Libraries*, 30:338-9, June 1925.  
For elementary school pupils; emphasizes need of a public library for school children to use.
- Hunt, Mabel Leigh. *What the Books Told the Children. Readers' Ink* (Indianapolis *Library Service*); vol. 4, no. 2, Nov. 1925.  
Play for Good Book Week.
- Long, Harriet C. *Why Not?* a drama with a purpose. Chicago: A. L. A., 1926. 20c.  
Dramatization of arguments for and against a county library board presented before an open meeting of a county board. Appropriate for presentation at women's clubs, grange, farm bureau and community meetings.
- Meigs, Hester, Pat and the Fairy Shoes. *Wisconsin Library Bulletin*, July 1926, p. 209-12.  
Adapted from Murdoch's *Rath*, by Juliana Ewing; for Children's Book Week production.
- Smith, Elizabeth M. and Lucy E. Fay. *The Library Militant: a drama in blank verse*. *LIBRARY JOURNAL* 33:95, March 1908.  
In language of Shakespeare; might be suitable for high school production, but probably intended for presentation before a group of librarians.
- Terrill, Katharine. *In the Library*.  
Typewritten manuscript, received June 6, 1927 of a play by reference librarian of Wichita, Kansas, Public Library on the work of the public library; campaign for state law allowing larger mill tax for library support.
- Wilson, Ethel. *Books Alive*. *LIBRARY JOURNAL* 49:325-27, April 1, 1924.  
Juvenile; teaching proper care of books.
- Windrem, Harriet H. *All in the Day's Work*. *Public Libraries* 25:246-9, May 1920.  
Written by a staff member of the Pomona (Calif.) Public Library presenting the daily work of the library. Given by staff members before the new city council and the library board and resulting in an increased appropriation for the library beyond what was asked.

## RADIO VOTERS' SERVICE

Lists Compiled By the American Library Association.

## PREPARING FOR THE NATIONAL CONVENTIONS

Mark Sullivan. *Our Times*. Scribner, 1926-27. Vol. II.

A dashing journal of our political and social panorama for the second half decade of this country.

André Siegfried. *America Comes of Age*. Harcourt, 1927.

M. Siegfried attacks the ethnic, economic, and political situations with Gallic directness, and advances some interesting opinions on their management and outcome. He is a professor in the School of Social Sciences, Paris.

Vernon Louis Parrington. *Main Currents in American Thought*. 2v. Harcourt, 1927.

A thoroly able and enlivening interpretation of American political, social, and economic development as seen in the progression of American letters from 1620 to 1860.

Charles Edward Merriam. *The American Party System*. Macmillan, 1927.

Altho designed as a textbook it will be of interest to anyone who desires an introduction to the study of the American party system. An admirable analysis, clear and fairminded.



Harold Rozelle Bruce. *American Parties and Politics*. Holt, 1927.

Discusses present day parties and the party situation, nomination procedure—caucus, convention, and direct primary—national and local campaign methods, funds and their legal control, elections, and similar topics.

Charles A. Beard. *American Government and Politics*. Macmillan, 1924.

Covers the actual practice as well as the theory of government and points out recent political tendencies.

James Bryce. *American Commonwealth*. Macmillan, 1910.

### CAMPAIGN ISSUES

Frank R. Kent. *The Great Game of Politics*. Doubleday, 1923.

For the general reader as well as the student, it gives intimate details of the way party organization works in the vital processes of democracy. In a presidential year the book is timely.

Oscar W. Underwood. *Drifting Sands of Party Politics*. Century, 1928.

William Starr Myers. *The Republican Party*. Century, 1928.

Frank R. Kent. *The Democratic Party*. Century, 1928.

James K. Pollock. *Party Campaign Funds*. Knopf, 1926.

Covers the subject of party finances, telling how campaign funds are raised and expended, the sources from which they are obtained, and the Federal and state laws regulating them. The information has been compiled from party financial statements, supplemented by personal interviews with public men and women acquainted with this phase of practical politics.

The keys to farm relief, by S. G. Rubinow. *Independent*, January 21, 1928. p. 63-64.

The "presidential year" bugaboo. *Literary Digest*, January 21, 1928. p. 68.

Ten nights in a Pullman, by Bruce Bliven. *New Republic*, March 7, 1928. p. 94.

Push behind farm relief, by Arthur Capper. *Independent*, October 29, 1927. p. 422-424.

## SAN FRANCISCO PUBLIC LIBRARY'S TRAVEL EXHIBIT



THE San Francisco Public Library exhibit at the Pacific Foreign Trade and Travel Exposition was well attended. Books and magazines of interest to the businessman, or others about to travel, were featured and several original book illustrations lent thru the courtesy of a local publishing house afforded a background in keeping with the general trend of library atmosphere. A display that attracted attention was a cleverly fashioned case, demonstrating "before and after" bookbinding of library volumes.

The A. L. A. was represented in one corner with a collection of pamphlets and photographs, and two complete sets of "Reading With a Purpose" series were of much interest to visitors.

The exposition afforded the attendants a wide opportunity for interesting the visitors and gaining new members for the library, and at the same time getting some very good publicity for the library, says Anne M. Farrell of the Public Library.

# THE LIBRARY JOURNAL

APRIL 1, 1928

AN interesting feature of the 1928 A. L. A. conference may be a lively discussion, presumably within the Council, provoked by Mr. John Cotton Dana's open letter to the Executive Board, which has had much favorable comment as well as criticism within the membership of the Association. President Roden, who represented the Association so admirably at the Edinburgh conference, may be looked to for frank and effective treatment of the problems before the A. L. A. as it looks toward a new stage of development after the Carnegie grants have ceased and when either there must be fresh endowments now within possibility, or radical retrenchment in the unlikely case that these should not materialize. The A. L. A. has now perhaps the most extensive, expensive and effective secretariat of any of the "learned societies", and tho there may be criticism of some aims and methods in the utilization of funds, it cannot be denied that the work at Headquarters has been in most respects extremely efficient. During the pending political campaign, in co-operation with the League of Women Voters, the A. L. A. announcements have emphasized to the millions of radio listeners the service of libraries in their respective communities, and the "Reading With A Purpose Series" has been another element in public education whose usefulness can scarcely be overestimated. Here is a wide field, indeed, for discussion of what the A. L. A. may be and should be in the future, near and far.

THE coming of M. Roland-Marcel, who is due to arrive by the *Paris* April 10, is peculiarly opportune in view of the interest in the possible speeding up of the completion of the great catalog of the Bibliothèque Nationale reported by Dr. Williamson as a result of consultations during his recent visit to Paris. Of this catalog ninety volumes have been issued, the first as far back as 1897, and it is supposed that approximately fifty sets have been taken by American

## THE LIBRARY JOURNAL

libraries. It is understood that there are five complete sets yet available and perhaps forty more which could be completed by photostat reproductions of portions, and it is thought that if these additional sets can be subscribed for in America it will be practicable to speed up the work of publication so that it may be completed within a few years instead of in the second half of the century. An endeavor to procure these subscriptions will presently be made, and it is hoped that before the completion of M. Roland-Marcel's tour in this country he may be gratified with word that such support is assured here as will enable him to fulfill his own desire to push thru this valuable piece of work in the early years of his administration.

NATURALLY the Havana conference and other recent events bring relations with Latin America especially to the fore, and the library profession will not be behindhand in the good work of international friendship thruout our sister republics to the South. The Carnegie Endowment has provided in its interesting work of arranging international visits by leaders of culture to finance a special representation of the A. L. A. at the coming Mexican Congress of April 16-21 at Mexico City. There may later develop a Pan-American library conference for which Washington will be a fitting host and arrangements for some kind of exchange between librarians of Latin America and our own country. News comes of the establishment at Buenos Aires of an Argentinian-North American Instituto-Cultural, with exchange of information and personnel, which may be an important element in future development as libraries are specifically included in the scheme. The list of Latin American libraries printed in the Pan-American Union *Bulletin* for February comes happily at this time and the Pan-American Union Library is making a further endeavor to obtain statistics from those libraries which have not reported their data, the results of which will be included as a supplement to the *American Library Directory*.

DR. WYER's remarkable paper on "Books vs. Battleships," presented last year at the New York State meeting, has a live present interest in view of the scheme for building more and more cruisers, and an interesting peace exhibit has been shown during March by Mr. Stevenson at the American Library in Paris. Mr. Wyer's paper is withheld temporarily from full publication in this country because of his desire to use it further as a spoken address, but it has been

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printed abroad in connection with the Paris exhibit, at least in précis, both in English and in French for circulation from the American Library. The exhibit consists of the books which Mr. Wyer enumerated as of more world importance than the great battles scheduled by Creasy in his *Fifteen Decisive Battles of the World*, alongside of which were illustrations of

various sorts in relation with these same battles or with present naval armament. Mr. Wyer's paper will have wider circulation than merely in Paris and it is not improbable that the exhibit may also be used in other capitals. Here is a very definite service which two librarians, Dr. Wyer and Mr. Stevenson, are contributing in the interest of peace.

## AMONG LIBRARIANS

Kathleen E. Barry, for many years vice-president and director of the Chivers Book Binding Company, Brooklyn, N. Y., has joined the staff of the Baker and Taylor Company which has taken over from the Chivers Company the exclusive right to supply new books in the well known Chivers binding.

Marian Cable, 1927, Pittsburgh, is now hospital librarian, Youngstown (Ohio) Public Library.

Arthur E. Bostwick is author of *Pivotal Figures of Science* to be published at the beginning of April in the A. L. A. "Reading with a Purpose" series. A portrait of Dr. Bostwick adorns the cover of the March A. L. A. *Bulletin*, and the February *Wilson Bulletin* contains a sympathetic biographical sketch of St. Louis' versatile librarian who is general editor of the "Classics of American Librarianship" series published by the H. W. Wilson Co.

Lutie Beggs, 1917, Pittsburgh, appointed librarian, Township High School and Junior College, La Salle, Ill.

Ida J. Dacus, librarian and professor of library methods at Winthrop College at Rock Hill, S. C., was one of those honored on the last Founder's Day as having for over twenty-five years contributed signally to the work of the college. Miss Dacus, who is completing her 28th year's service as librarian, was the first woman in South Carolina to specialize in library work. While an assistant she obtained leave to attend Drexel Institute Library School, returning to become Winthrop's first trained librarian. A new building was erected in 1907, and the innovation of training in the use of books as part of the college curriculum dates from about the same time. The library now contains over 40,000 books and pamphlets.

Annie W. Eastman, children's librarian at the Flint (Mich.) Public Library, appointed librarian of the Boys' and Girls' Library, Providence Public Library, succeeding Helen V. Aldrich who has been transferred to assume charge of the first Junior High School Library in Provi-

dence, operated under a co-operative arrangement by the School Department and the Public Library.

Nell Fowler, first assistant at the Girls' High School, Louisville, Ky., promoted to be librarian.

Bessie Greenwood, 1925 Washington, who has been cataloger at the University of Idaho Library, is now head of the catalog department in the Public Library, Vancouver, B. C. Elizabeth Strand has been appointed head of the catalog department of the University of Idaho Library.

Bertha V. Hartzell, supervisor of the training class of the Boston Public Library, will be leader of an educational tour to library and literary landmarks of Western Europe this summer under the Auspices of the National Student Federation of America and the International Student Hospitality Association.

Olive Hensley, 1920-21 New York Public, formerly head of the technical division of the Denver Public Library, is now librarian of the Opportunity School, Denver Public Schools.

Natalie T. Huhn, 1921 Washington, is acting as temporary assistant for the Board of Education for Librarianship, A. L. A. headquarters.

Carleton B. Joeckel, since 1914 librarian of the Berkeley (Calif.) Public Library, has resigned to become associate professor of library science in the Library School of the University of Michigan, Ann Arbor, which position he has been filling during the current year, on leave of absence from Berkeley.

Lucile (Liebermann) Keck, 1920 Wisconsin, has joined the staff at A. L. A. headquarters to be the assistant to the chief of the personnel division.

Marian Merrill, 1923 Simmons, appointed head of circulation in the Wheaton College Library, Norton, Mass.

Sydney B. Mitchell, director of the School of librarianship of the University of California and author of *Gardening in California*, is also author of *Adventures in Flower Gardening* to be published about the end of this month in the A. L. A. "Reading with a Purpose" series.

## IN THE LIBRARY WORLD

### NEW YORK

AFTER more than four years of successful experience at Syracuse, N. Y., the American Correspondence School of Librarianship has been transferred with all its assets, good will and students in good standing to Columbia University to be administered jointly by the School of Library Service and the Home Study Department.

The death of Professor Azariah S. Root, the director, last October, and the departure of Forrest B. Spaulding, who was in charge of the business management, to become librarian of the Des Moines Public Library, created a situation which has now brought the School to Columbia. In 1923 none of the existing library schools was in a position to undertake this new and costly venture.

The correspondence method seemed to Professor Root to be the most feasible way of meeting conditions existing among those at work in small and remote libraries where salaries are still so low as to preclude resident study at a library school, even for a summer session. During the four years of its existence the A. C. S. has proved its value as a means of providing for this group of workers an opportunity to get a wider point of view and to increase their technical efficiency. For the excellent results obtained thanks are due to Professor Root, Mr. Spaulding, and especially to the broadminded interest of Mr. H. J. Gaylord who put many thousands of dollars into the experiment without hope of financial return.

Seven courses are being given at the present time, as follows: *Special Libraries*, by Margaret Reynolds, librarian of the First Wisconsin National Bank, Milwaukee; *The Library Profession*, by C. Seymour Thompson, assistant librarian, University of Pennsylvania; *Book Selection*, by Helen E. Haines, of Pasadena, California; *School Library Administration*, by Martha Wilson, librarian of the Lincoln Library, Springfield, Illinois; *Library Service to Children*, by Caroline Burnite Walker, formerly director of the children's work of the Cleveland Public Library; *Reference Work*, by Gertrude C. Drury, chief instructor of the Library School of the St. Louis Public Library; *Cataloging*, by Frances S. Wiggin, Sherborn, Mass. With the transfer of the School several of these instructors may become members of the staff of the Home Study Department of Columbia.

Not a little work has already been done in the preparation of courses in county libraries, loan work, and library organization and finance. Other courses for which there is a demand will be prepared and offered as soon as possible.

Suggestions as to subjects which should be covered first by new courses will be welcomed from anyone who is interested.

### DISTRICT OF COLUMBIA

HENRY C. FOLGER's remarkable collection of Shakespeariana and Elizabethan literature will be brought to Washington, housed in a separate building near the Library of Congress and dedicated to the public, it was announced by Herbert Putnam March 23. A considerable portion of the land originally included in a bill introduced in the House for the acquisition of land in the rear of the Library with a view to erecting an auxiliary structure there has been acquired by Mr. Folger. The building he proposes to erect will be in full harmony with the monumental character of the group with which it will be associated. As seen from Capitol Square, it should prove a fitting vista thru the gap formed by the Library of Congress on the south side of West Capitol Street, and the proposed Supreme Court building on the north. An ample endowment will provide for the maintenance of the building and further development of the collection.

No catalog of the collection has ever been issued to the public, but from time to time its richness has been indicated by some census of existing Shakespeare rarities. Some time ago it was estimated to contain about 20,000 volumes, and in the quality of its items it is not surpassed even by the British Museum.

It is not likely that the Folger Library will be under the general jurisdiction of the Library of Congress, as the Freer Gallery is of the Smithsonian, but, Dr. Putnam pointed out, "What is of prime importance is that this collection will, in its service to scholarship and culture, be linked with service of the National Library. Also, that the sort of material that it includes (the expensive rarities) is the sort that the Library of Congress could not possibly acquire out of the public funds. As an example, therefore, of the co-operation of individual citizens which may amplify and complement what the government itself has developed here in the promotion of scholarship, it should exercise a far-reaching influence."

### OHIO

WESTERN RESERVE SCHOOL OF LIBRARY SCIENCE is planning to offer next year a new course to provide training for senior high school librarians and for specialized training in work with people of teen-age in public libraries.

The course will include the basic instruction in technical library subjects, in addition to



which there will be instruction in those subjects especially adapted to work with adolescents.

For the high school librarian, special attention will be given to book selection for the high school library, to the adaptation of books for reference purposes, and to methods of giving instruction in the use of books and libraries. For the worker with adolescents a course study of types of literature of interest to young people; to discuss standards in book selection; to read and analyze the appeal of books; to discover thru class discussion, methods and devices which may be used to stimulate reading interests.

The Cleveland Public Library's highly developed system of school libraries offers unusual opportunity for practice work.

Candidates for admission should have an approved bachelor's degree from an approved college or University and the same general qualifications governing enrollment in the School's General Course.

### INDIANA

FOURTEEN years elapsed between the passage by the Indiana legislature of a bill allowing the school trustees of Fort Wayne to levy a library tax and the opening of a little library of 3,606 volumes in a room in the city hall on January 29, 1895. In September of the same year larger premises were leased at the corner of Wayne and Clinton Street. Clara Fowler was appointed librarian in 1896 and was followed in 1898 by the present librarian, Margaret Cole-  
rick. In the summer of 1898 the property at the southwest corner of Wayne and Webster Streets was purchased by the board of school trustees and the residence remodeled to make it suitable for library use. This site was utilized for the Carnegie Library, built of Indiana limestone, which was officially opened on January 7, 1904. The first grant of \$75,000 made in 1901 was later supplemented by another gift of \$15,000. The library meanwhile occupied quarters in the Elektron Building. The South Side Branch, now named Shawnee Branch, was established in 1912 and the North Side Branch, now Little Turtle Branch, in 1919. County branches and deposit stations were established in 1921 following the first county levy made in October of the previous year. That year the name of the library was changed from Fort Wayne Public Library to Public Library of Fort Wayne and Allen County. Several of these branches now have permanent buildings, and last June the citizens of Monroeville presented a lot to the library board for the building of a permanent county branch library. The circulation of books, 15,453 in six months of 1895 and 177,282 in 1914, had risen in the year dating from August 1, 1926, to 853,344. The Business and

Technical Department has more than ten thousand books and pamphlets with two librarians and several part-time assistants. The publicity department issues a monthly school bulletin, *School Library Leaves*, and a quarterly staff bulletin, *Library Leaves*.

### CZECHOSLOVAKIA

THE elementary school laws of 1869 and 1872 provided that in every city and village school a collection of children's books should supplement the school texts. The books, however, were mostly inadequate up to the new era which began on October 28th, 1918, the day of the proclamation of national independence. The contents of these school libraries have been revised during the past ten years, inadequate books have been withdrawn and replaced by well-chosen titles.

In Slovakia and Subcarpathian Russia there had been no Czech, Slovak, German or Russian schools; but only Magyar elementary and secondary schools. In the first eight years following the establishment of the Republic there were established by the Czech Ministry of Education 4087 elementary and 147 high schools provided with libraries, and there are also libraries in agricultural, commercial and industrial schools. Each school has its own students' library and a teachers' library.

According to the official statistics for the school year ending June 1926 recently compiled, there are in the 19,362 schools (14,054 elementary, 1,702 high schools, etc.) 17,390 students' libraries containing 3,763,057 volumes and 17,235 teachers' libraries (of which 14,823 are in high schools) containing 4,118,061 volumes.

The average number of volumes for all libraries is found to be 176.8 per 100 students, exclusive of supplementary textbook material and textbooks provided by the school authorities for poor children.

### THE CALENDAR

- April 3-5. At Riverside. California Library Association.
- April 16-21. At Mexico City. Second Conference of Mexican Librarians.
- April 13-14. At Memphis. Tennessee Library Association.
- April 21. New York Regional Catalog group will visit Philadelphia libraries.
- The proposed Spring meeting of the Louisiana Library Association has been postponed. A meeting will be held in the fall.
- May 21-23. In Washington, D. C. Annual conference of the Special Libraries Association.
- May 28-June 2. At West Baden, Ind. Annual conference of the American Library Association.
- June 26-29. At the Eastland Hotel, Portland, Maine. Joint meeting of the library associations of all the New England states.
- Sept. 4-9. At Richfield Springs. Annual meeting of the New York Library Association.

## LIBRARY WORK

### MUNICIPAL REFERENCE LIBRARIES

DR. CHARLES C. WILLIAMSON's talk on the establishment of the New York Municipal Reference Library from the municipal radio station, WNYC, on the evening of March fifth, was also a short history of the establishment of this type of library in American cities. Dr. Williamson was the librarian of the New York Municipal Reference Library from October, 1914, soon after it moved into the new municipal building, until May 1918. On the 31st of March of this year it celebrated its fifteenth anniversary. At the inaugural exercises Comptroller William A. Prendergast said, in part, "This Municipal Reference Library should be a 'fact centre.' To it, public officials, public employees, civic organizations, and citizens generally should be able to appeal for information on any subject that may reasonably be considered within the domain of municipal performance." Beginning in two small rooms in rented quarters at 280 Broadway with 5,000 books and pamphlets, the library now has more than 40,000 and has established a branch in the Health Department. The weekly bulletin, *Municipal Reference Library Notes*, has reached its fourteenth volume without a break. Its weekly list of current civic literature, with a detailed index for each volume, constitutes one of the best sources of information available on any municipal subject.

The business of conducting all the manifold activities of a great city is a complicated one, and as soon as special libraries began to develop in business and other private organizations it became obvious that there was the same need for a specialized information service in municipal governments, said Dr. Williamson. Baltimore led the way in 1906 by the establishment of a department of legislative reference. In 1909 the National Municipal League, recognizing the value and importance of municipal reference libraries, appointed a committee to investigate the subject and make recommendations as to the organization of such libraries. Its findings stimulated the establishment of more libraries in various cities, including St. Louis, Kansas City, Milwaukee, and Minneapolis. Today they are to be found in nineteen cities, fifteen of them being cities of the first class.

The Municipal Reference Library is the one place where are gathered its own city documents, proceedings of controlling bodies and annual and special reports of all departments, said Rebecca B. Rankin, librarian of the New York Municipal Reference Library, in her radio talk from WNYC on the evening of March 7. County and borough reports, cases and reports from the judiciary, local histories, and bibliographies

and like material about the city itself are also to be found there. From all cities of over one hundred thousand population are received charters, ordinances, proceedings of the common council or controlling body, and financial and departmental reports. Such state documents as relate closely to municipal affairs are obtained. For New York State the collection of documents is quite complete, since the state has had considerable jurisdiction over the cities prior to home rule.

The general collection covers every subject which falls in the province of municipal government, from civil and marine engineering, finance, taxation and accounting, transportation, transit and traffic, to pensions, housing, garbage disposal, fire prevention, police protection, pavements and paving, and crime prevention.

### A PAPER TEST

THE last step in the distribution of the *Union List of Serials* has just been taken. This is the shipment of the check or test volumes made up by the advisory committee of which Harry M. Lydenberg is chairman, to try the wearing quality of rag paper and wood pulp stock.

The book is about as large as an average dictionary, weighs something like ten pounds, has over 1,500 pages, and appeared in two editions. One was printed on an all rag stock made by the Valley Paper Company of Holyoke, Massachusetts, the same quality as "B.R. book" made by this company, tho it differed slightly in thickness, but was in other respects identical in quality. The other appeared on an excellent sulphite stock, Kennelly machine finished book, pickwick color, testing eighteen points Mullen.

A few years from now the relative wearing qualities of these two stocks will be evident. But tho such a test may show whether one kind of paper wears better than another it certainly bears no assurance that conclusions were drawn from volumes subjected to identical use.

To solve this problem of equal use some sixteen check or test volumes were made up of alternate signatures of rag and wood stock, and these have just been distributed to the following libraries: Boston Public, Harvard, Brown University, Yale, New York Public, New York Academy of Medicine, University of Pennsylvania, Library of Congress, University of Texas, St. Louis Public, University of Chicago, University of Minnesota, Denver Public, University of California, Stanford, University of Washington.

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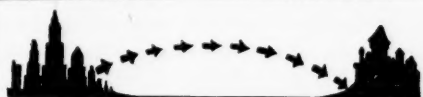
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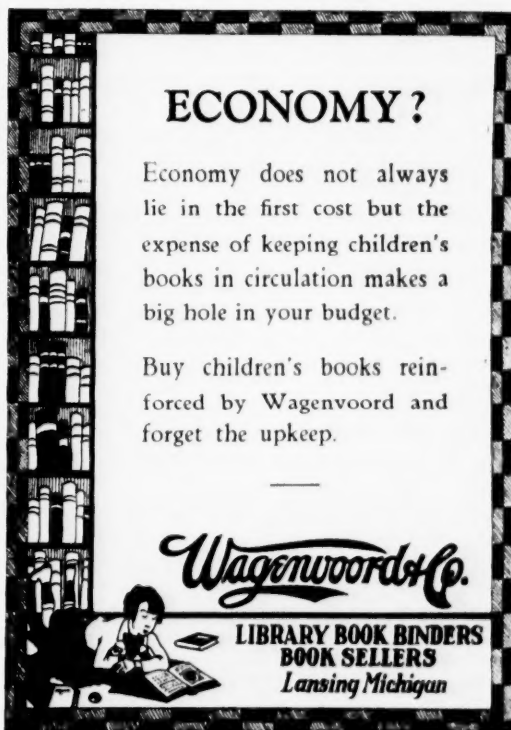
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the wearing qualities of these test volumes in varying locations, and as a result draw some conclusions as to the relative wearing strength of rag and wood pulp paper.

### INEXPENSIVE TEMPORARY BINDERS FOR SERIALS

THE marked increase in the number of serials which libraries receive, and the decided increase in the cost of binding, has made it almost impossible for many libraries to keep their binding up to date, especially for certain federal, state, city, university and society publications. As a result of this the difficulties of handling, shelving and preserving this valuable, unbound material in the best manner and making its use most accessible, has been quite a distressing problem.

Apart from the cost of binding, there are missing numbers, incomplete or irregularly published numbers, and delays in receiving the indexes to contribute to the difficulties of handling serial material.

The practice of having the unbound serials in pamphlet boxes or commercial binders, is out of the question because of the cost and amount of space it requires; keeping them loose and unprotected on the shelves increases the risk of misplacement and loss; tying in bundles or keeping them in manila envelopes, makes consultation difficult and looks badly on the shelves; using loose manila backs and tying them in boards is annoying as the unbound numbers slip out whenever used.

In the Kansas City, Mo., library we are using a temporary binder which has proved very satisfactory, especially for incomplete volumes or material which will, perhaps, never be bound.

Two binder's boards, slightly larger than the publications, have two holes perforated half way between top and bottom about an inch away from the outer ends. These boards are connected with a strip of buckram about five or six inches wide and two inches longer than the boards. The buckram is pasted to the boards, leaving in most cases about three inches for a flexible back. The lengthwise ends are turned in and pasted, then a piece of lining paper is pasted inside, giving a neat finish. To keep the publications inside this binder, a piece of tape is passed thru the holes at the outer edge. It comes out at the hole nearest the back, passes over the back, into the next hole and out of the outer hole, then the ends are tied. Having this work done in spare time at our bindery and utilizing scraps of buckram, we can get binders which look very well at a cost of four or five cents each, including labor.

The name of the publication and the call number are clearly marked on the back with white ink by spreading the backs out. When

shelved, these temporary binders look not only as well as our other bound books, but they protect the publications, make them easy to consult, and have, in short, to a great extent solved our shelving problem.

NOUVART TASHJIAN,  
Kansas City Public Library.

### AN AGRICULTURAL LIBRARY EXHIBIT

A LIBRARY EXHIBIT arranged by the Library of the U. S. Department of Agriculture for the First International Congress of Soil Science held at Washington last June showed the historical development of soil science, exhibited the current literature on the subject with some of the more important aids in its use, and served as a reading and reference room during the Congress. The exhibit was conveniently located in Room E, of the Chamber of Commerce of the United States, near the main entrance.

In picturing the historical development of soil science the three wall panels on the east side of the room were used to call attention to important dates in this development and to persons connected with it, writes Claribel R. Barnett, department librarian, in *Soil Science* for January. These dates were arranged in three groups under the following headings: (1), Early Agrogeological Surveys, (2), Early Professorships of Agriculture and Agricultural Chemistry in the United States, and (3), Official Steps in the Development of Soil Science in the United States. Under the dates were photographs of the persons whose names stand out in agricultural history in connection with these dates. Six groups of books represented different periods, the first including a number of the earliest books on agriculture published in this country, the second displaying publications of early agricultural societies of the United States and also early agricultural periodicals, ranging from 1792 to 1815. The fourth group included early agrogeological surveys; the fifth, American editions of the works of Chaptal, Sir Humphrey Davy, and Liebig, as a reminder of the influence which these pioneers in soil science had upon the development of soil science in America. The sixth and last group comprised a collection of recent soil literature of the United States, consisting of a complete set of the soil publications of the U. S. Department of Agriculture, a select but extensive set of the soil publications of the state experiment stations furnished by the various states, complete sets of *Soil Science* and the *Journal of the American Society of Agronomy*, sets of the Geological Surveys of Maryland and Wisconsin, and the recent books on soils published in the United States which are now in print. Attention was directed to the guides in



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completely covered in the

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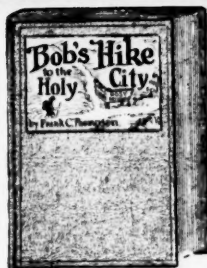
Issued in February, April, June, and October, and cumulated in December.

Edited by Austin G. Schmidt (Ph.D., Education, University of Michigan), Florence H. McIntosh (M.A., University of Illinois), and the Faculty of the Graduate School of Loyola University, Chicago.

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### THE LIBRARY JOURNAL

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The Order also lays down rules to be observed by the university and other libraries in the matter of exchange and distribution of duplicates. Exchange and distribution will be made every year in November. Duplicates for which no application is made may be given to hospital libraries and other humanitarian institutions. What is left is to be sold to the secondhand book trade.

### A READING CALENDAR FOR THE SPRING MONTHS

A RECENT number of the *Bulletin of the Brooklyn Public Library* contains some practical suggestions for reading which we reprint for those libraries not on the *Bulletin's* mailing list.

#### APRIL

EASTER SUNDAY (April 8)—Bring your intensive course of reading in devotional books to a close; but resolve to resume it occasionally thruout the rest of the year.

NATIONAL GARDEN WEEK (April 15 to 21)—Those who go in for gardening will already have planned the coming season's work, ably assisted by the Library's well-rounded collection of gardening-books. And those who are prevented from enjoying the actual pleasures of gardening for themselves can solace themselves with numerous fine works on famous gardens and on various aspects of outdoor nature.

BETTER HOMES WEEK (April 22 to 28)—The movement for better homes in the United States is ardently supported by the Library; witness its many practical manuals on house-planning, house-decoration, and landscape-gardening.

SHAKESPEARE'S BIRTHDAY (April 23)—Read some Shakespearean play that you have not yet read; or re-read Shakespeare, either in whole or in part.

#### MAY

CHILD HEALTH DAY (May 1)—Laymen interested in the health of children will find many a well-written book on the subject available at the Library. Parents especially can utilize the Library's resources to good advantage.

MOTHER'S DAY (May 13)—The reading of a book of poetic or prose tributes to the concept of Motherhood will not come amiss on this day for anyone.

MEMORIAL DAY (May 30)—We can all of us stand a little freshening-up in our knowledge of the Civil War and the various issues involved therein. The reading of the lives of men and women who have made American history would likewise prove appropriate at this time.

INTERNATIONAL BOYS' WEEK (April 29 to May 5)—The reading suitable for this occasion would appear to be much the same as that for the Boy Scout Anniversary Week (February) and for the Girl Scouts' International Month (March).

NATIONAL MUSIC WEEK (May 6 to 12)—The recurrence of this annual event always finds the Library prepared with new books in the realm of music issued during the preceding twelvemonth.

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325


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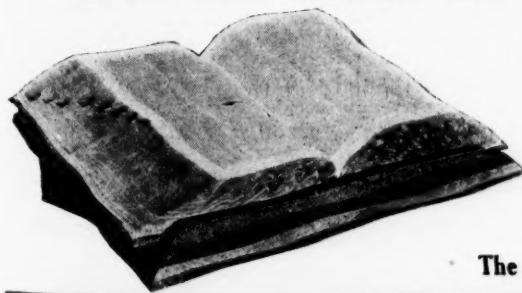
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## CURRENT LITERATURE AND BIBLIOGRAPHY

THE second A. L. A. *School Library Yearbook*, which is announced for publication in May, will contain a list—regionally divided—of the names of the 1508 school librarians who are members of the A. L. A.

THE *Second General Index to Book-Auction Records for the Years 1912-1923* (v. 10-20), compiled by Kathleen L. Stevens, has been published, and the compiler announces that compilation of the third general index is in progress. London: H. S. Stevens, Son and Stiles, 1928. 1467 p.

VOLUMES three and four of the enlarged edition of Halkett and Laing's *Dictionary of Anonymous and Pseudonymous English Literature* edited by James Kennedy, librarian of New College, Edinburgh, and W. A. Smith and A. F. Johnson of the British Museum Printed Books Department, are now ready. These will be reviewed later in the LIBRARY JOURNAL.

A SUPPLEMENT to the *Standard Catalog, Fiction Section*, the work of Corinne Bacon, compiler of the original catalog, is now being distributed by the H. W. Wilson Company. The supplement which is a selected list of some five hundred and fifty of the novels considered best for public libraries published since 1923, with author and title entries and annotations, is sold at fifty cents, or with the original catalog for one dollar.

A NEW edition of *A Code for Classifiers* by William Stetson Merrill is in preparation. The code, originally issued in 1914 in a preliminary mimeographed edition, and distributed to experts and others interested for criticism and suggestion so that in its final form the code should represent "the consensus of general library practice," has never been published in printed form, and the preliminary editions of two hundred copies has long since been exhausted.

THE *Casopis Československých Knihovníků* (*Czechoslovak Library Periodical*) monthly official organ of the Czechoslovak Library Association, is henceforth to be published quarterly. A new feature with this volume is a complete list of books and of articles relating to the bibliography, library economy, printing and bookbinding appearing in Czechoslovakian periodicals and newspapers since October 1927. The bibliography is classified by the Dewey Decimal system. (Address: Prague I, Klementinum.)

IN connection with the transfer of the American Correspondence School of Librarianship to

Columbia University it is expected that eventually a series of text books designed especially for Home Study courses will be prepared and published thru the Columbia University Press. In the meantime the Press is co-operating with the School of Library Service and the Home Study Department by taking over the stock of lessons of the Correspondence School and acting as distributing agent.

A NEW and carefully revised edition of the Pratt Institute Free Library *Alcove List* has recently appeared. The Alcove collection, says Edward F. Stevens in his prefatory note, is designed simply to bring into inviting and convenient prominence certain of the outstanding books in the English language, by ancient, modern and even present-day writers, in order that every one using the library may preserve a familiar acquaintance with books that have gained pre-eminence in literature. The list originally appeared in 1917 and has been out of print for three years. The only books of the past decade to be admitted to the charmed circle are *The Education of Henry Adams*, Sandburg's *Abraham Lincoln, the Prairie Years*, and the 1927 revision of *Rudyard Kipling's Verse, Inclusive Edition*.

To the Editor of the LIBRARY JOURNAL:

It may be worth while to call attention to the fact that Sir Frederick Barton Maurice's popular book *Statesmen and Soldiers of the Civil War* (Little, Brown, 1926) is the American edition of his *Governments and War* (London, Heinemann, 1926), altho the cards printed by Library of Congress do not note this fact, and the subject headings for the two books differ on L. C. cards.

KATHARINE H. WOOTTEN, *Head Cataloger*,  
*Army War College Library*

### A STUDENTS' READING ROOM

WHEN the University of California opens its doors next fall, it is anticipated, the A. F. Morrison Memorial Library will give the students of the university a cultural reading room comparable to the Farnsworth Room at Harvard. Mrs. Morrison has given her late husband's library of 15,000 carefully selected volumes and an endowment to yield an income of \$100 a month for the upkeep of the books and the acquisition of new ones. The ground floor room west of the main entrance to the building was selected.



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